

Desk,  
Claremont Colleges Library

# Sierra

## EDUCATIONAL NEWS



*Mt. Cannon in Winter Robes Reflected in Lake McDonald, in Glacier National Park*

There are 39,750 copies of this issue . . . . JANUARY 1941  
**CALIFORNIA TEACHERS ASSOCIATION**

# THERE IS NO OTHER WAY

Leonard L. Bowman, Santa Barbara; State Director for California,  
National Education Association

**T**HE American public has every right to look to the public school teachers for leadership in meeting the problems that confront education in the Nation today. For who is supposed to be more familiar with educational problems than the teachers themselves? Who is supposed to be more concerned about these problems than the teachers of America?

We can meet our responsibility to the American people only through our professional organizations. There is no other way. Who is supposed to believe more in cooperation and procedure through organization than the teachers? We all teach these principles. Perhaps it is fortunate that our students and the public do not know how

many of us fail in our own affairs to practice what we teach.

We have the professional organizations, but without proper support their effectiveness is diminished. California Teachers Association with its more than 38,000 members is listened to with respect and appreciation in the highest counsels of this State. The National Education Association with only one teacher in five in its membership does not hold a relative position in the Nation.

The teachers of America must be heard. We will be heard only when we support our National Education Association in much greater numbers.

## Twice as Easy to Read, Last Twice as Long



THE TILT  
MEETS THE EYE

### Exclusive Features

- 45° angle tilt — easier to read.
- Removable inserts — titles changed quickly.
- Tab at correct height — cards will not cling to guides.
- Attached to long-wearing press-board guide stock by special process — no metal fasteners.

See the Gaylord Exhibit at Booths G 1-3-5 at the  
N.E.A. Meeting, Atlantic City, February 22-28.

## GAYLORDS'

Gaylords' "tilted tab" guides **"TILTED TAB" Guides** meet the eye. They help you and your patrons read captions twice as easily — without the need of bending back the tabs. These celluloid tabs are much neater, too — make you proud of your catalog files — and they last longer than straight tabs.



### Sloping Front Drawers Increase Visibility

Combined with the "tilted tab" guides, the sloping front drawers — on the lower rows of your card catalog cabinets — make reading far easier while lessening eyestrain. No extra charge for this exclusive Gaylord design. Write our nearest office for prices.

SYRACUSE,  
NEW YORK

**GAYLORD BROS., INC.**

STOCKTON,  
CALIFORNIA

Established 1896 — Originators and Makers of Better Library Furniture and Supplies

## CALIFORNIA TEACHERS ASSOCIATION

State Headquarters: 155 Sansome Street, San Francisco

President: JOHN F. BRADY, Civic Auditorium, San Francisco

Vice-President: MRS. PAULINE MERCHANT, Garden Grove

State Executive Secretary: ROY W. CLOUD, 155 Sansome Street, San Francisco

### DIRECTORS

JOHN F. BRADY, Chairman  
Chief Deputy Superintendent  
Civic Auditorium, San Francisco

MRS. PAULINE MERCHANT  
Teacher, Washington School  
Garden Grove

ROBERT L. BIRD  
County Superintendent  
P. O. Box 730, San Luis Obispo

A. O. COOPERIDDER  
Principal Arcata Union High School

RALPH W. EVERETT  
Teacher, Sacramento Junior College

WALTER T. HELMS  
City Superintendent, Richmond

RAYMOND F. KENDALL  
Teacher, Madera Union High School

IDA MAY LOVREY  
Teacher, Sunshine School, San Diego  
Mail Address: 2954 Laurel Street

MARY VIRGINIA MORRIS  
Teacher, Soto Street School, Los Angeles  
Mail Address: 4160 Rosewood Avenue

### SECTION OFFICERS

#### Bay

HENRY C. HALL, President  
District Superintendent, San Bruno

LOUISE BEYER, Vice-President  
Counselor and Teacher, Berkeley  
High School

EARL G. GRIDLEY, Secretary-Treasurer  
Room 220, 15 Shattuck Square,  
Berkeley

#### Central

MRS. BLANCHE SCHMIDT, President  
Principal, Dos Palos Elementary School

BETHEL MELLOR, Vice-President  
Assistant Superintendent, Kings  
County Schools, Hanford

H. W. PAT KELLY, Secretary-Treasurer  
217 H Street, Bakersfield

California Student Teachers Association: State President, Woodrow Wallace, La Verne College, La Verne; State Secretary, Carol Wagers, 4235 Terrace Avenue, Oakland.

### CLASSROOM TEACHERS DEPARTMENTS

Bay Section: President, Barthol W. Pearce, teacher, Union High School, Sonoma; vice-president, Mrs. Eleanor D. Nelson, vice-principal, Union High School, Vacaville; secretary, Mary O'Farrell, teacher, Daniel Webster School, San Francisco; treasurer, Robert W. Watson, 531 Francisco Drive, Burlingame.

Central Section: President, Clyde Quick, Chowchilla Union High School; vice-president, Mrs. Juanita Pettis, Lowell School, Bakersfield; secretary, Frank Delamarter, Chowchilla High School; treasurer, Mrs. Isabel D. Pedro, Hawthorne School, Bakersfield.

Central Coast Section: President, Margaret Williams, teacher, Branciforte Junior High School, Santa Cruz; vice-president, Mrs. Zoerada Jenkins, teacher, Union School, San Benito County; secretary-treasurer, Ray Robinson, teacher, Mission Hill Junior High School, Santa Cruz.

North Coast Section: President, Mrs. Verna Moran, principal, Loleta Elementary School, Loleta; secretary-treasurer, Dorothy Ames, Arcata High School, Arcata.

Northern Section: President, Lottien Johnson, Sutter Junior High School, Sacramento; vice-president, Mark Smith, Box 514, Alturas; secretary, Hattie Turner, Durham High School, Durham; treasurer, Alice Smith, Corning Elementary School, Corning.

Southern Section: President, Mr. Jesse E. Solter, 4607 Greenmeadow Road, Long Beach; vice-president, Grace M. Hultman, 1720 West Gage Avenue, Los Angeles; secretary, Grace Austin, 307 Valencia Place, Covina; treasurer, Mrs. Pauline Merchant, Garden Grove.

#### Central Coast

DONALD G. WRIGHT, President  
Teacher, San Luis Obispo Junior  
High School

VIOLA MEINTS, Vice-President  
Principal, Laurel Elementary School,  
Santa Cruz

T. S. MACQUIDDY, Secretary  
Superintendent, Watsonville Public  
Schools

M. T. JOSEPH, Treasurer  
Principal, Bay View School, Monterey

#### North Coast

C. M. SORREN, President  
Principal, Ferndale High School

F. F. ZEEK, Vice-President  
Principal, Ukiah Elementary School

LIONEL CROSS, Vice-President  
Teacher, Fortuna High School

ROBERT J. MCKEAY, Vice-President  
Teacher, Mendocino High School

MRS. ALMA THOMPSON, Secretary-Treasurer  
Teacher, Ferndale Elementary School.

#### Northern

ROBERT R. HARTZELL, President  
District Superintendent  
Red Bluff

MALCOLM P. MURPHY, Vice-President  
Vice-Principal, C. K. McClatchy  
Senior High School, Sacramento

E. P. MAPES, Secretary  
County Superintendent, Willows

J. D. SWERNY, Treasurer  
Red Bluff

#### Southern

VIERLING KERRY, President  
City Superintendent, Los Angeles

LELAND M. PAYOR, Vice-President  
Teacher, Pasadena Junior College

WAYNE F. BOWEN, Treasurer  
Teacher, 102nd Street School  
Los Angeles

F. L. THURSTON, Executive Secretary  
408 South Spring Street, Los Angeles

## SIERRA EDUCATIONAL NEWS

### Contents for January, 1941

Cover Picture—Mr. Cannon in Winter Robes Reflected in Lake McDonald, in Glacier National Park. Plate courtesy Great Northern Railway.

A Gringa Schoolmarm Visits Barranquilla . . .	2
Martha Tinker	
My Adventure With an African Etcetra . . .	4
Ethel P. Allen	
The Pacific Northwest: A Winter Wonderland . . .	6
Arthur L. Scott	
CTA Honor Schools: 100% Enrollments . . .	8, 42
CTA: Report of the State Executive Secretary . . .	9
Roy W. Cloud	
CTA Consulting Groups: January Study Theme . . .	10
Arthur F. Corey	
Huntington Library Exhibit of Great Books . . .	12
A Fourth Grade Play Concerning California History . . .	14
Elinor French	
A 14-Point Recreation Program for 1941 . . .	16
George W. Braden	
Do We Have Good Tenure in California? . . .	17
A. J. Rathbone and Jack D. Rees	
Secondary School Curriculum: Trends and Principles . . .	18
Joseph Burton Vasche	
California 100% Enrollments in NEA . . .	21
Leonard L. Bowman	
Recreation as Related to Character Education . . .	22
Arthur Armat Scott	
California Association of Childhood Education . . .	23
Alice Ross Livsey	
Childrens Health and the Common Cold . . .	25
John Neilson	
National Defense Program in San Benito County . . .	26
Fran A. Bauman	
Minimum-Salary Laws Help Rural Children . . .	27
Hazel Davis	
Audio-Visual Aids and the Learning Process . . .	28
Harry A. Haworth	
National Association of School Secretaries . . .	29
Virginia M. Walter	
California's Most Migratory Student . . .	30
Frank F. Latta	
Our Teachers Through the Pupil's Eyes . . .	32
Thelma Larkin	
Health Education in California's Schools . . .	35
W. F. Higby	
CTA Bay Section Classroom Teachers Department . . .	36
Barthol W. Pearce	
Our High School Science Club Takes Trips . . .	40
Jehiel S. Davis	
Suggestions on Teaching the U. S. Constitution . . .	44
Edgar E. Muller	
Creating Opportunities for Profitable Jobs . . .	46
LeRoy Bucknell	
Coming Events: Index to Advertisers . . .	48

# TRAVEL SECTION



## YEAR IN BARRANQUILLA

IN THE EYES OF A GRINGA SCHOOLMARM

*Martha Tinker, Teacher, John Gill Elementary School,\* Redwood City, San Mateo County*

**B**ARRANQUILLA, probably Colombia's fastest growing city, spills down the sloping ground that is the west bank of the Magdalena River about 10 miles from its mouth.

To its immaculate docks come passenger liners and cargo ships to trade manufactured goods for coffee, while flying clippers bring passengers from Miami in seven hours, and mail from California in two days.

But things have not always been so. A few short years ago Barranquilla was a straggling, dusty town, important only as a terminal river port. Its streets were unpaved, sewers were unknown, and while electricity was to be had, the service was what we might call fitful.

The lowly but necessary riverboat was queen of what passed for wharves, because the Magdalena mouth was definitely antagonistic to navigation.

Travelers a few years back will recall that ships cast anchor or docked at Puerto Colombia, a little west of the river's mouth, where cargoes and passengers alike boarded train for Barranquilla. Today "the Port" is a sleepy resort town and the railroad lies virtually abandoned, while Barranquilla thrives busily.

The magic wand in this case was waved by the modern pioneers of America—the "bush engineers"; the men who mix a little slide-rule, sense, and sweat, and get such results as

river-mouth jetties that protect the channel and keep it clear for deep-draught ships.

This achievement seems to have been a turning-point in many ways for Barranquilla, for progress in modernization, aided by government funds and North American capital, has been continuous.

Today Colombia's Number One riverport, airport, and seaport is a fascinating combination of old and new. Downtown many of the streets are only one-way, while the cross-town arteries are double boulevards.

Air-conditioning is here, but in the market meat is still killed and sold the same day. One can find electric refrigerators in mud-houses with thatched roofs. And how will you have your food cooked—by electricity, or over a charcoal pit?

### Homes Like California

The newer residential districts remind one very much of California. Red tile roofs, pastel stucco, waving palms—they all make one feel at home very easily.

But the climate! I doubt if even Los Angeles can produce a tile dance floor and a rumba orchestra in full swing under the stars in December!

At present the Colombian government is making great attempts to improve the educational system and to decrease illiteracy. They are trying to work out a strongly centralized plan which, among other things, will reach more of the people in the out-

lying districts by the use of some sort of traveling school.

Phases of the educational reorganization plan are being argued in the Senate even as this is written. The main argument against the scheme was voiced only a few days ago by a man who could see no value in a child's knowing how to read if his body is riddled with tropical diseases.

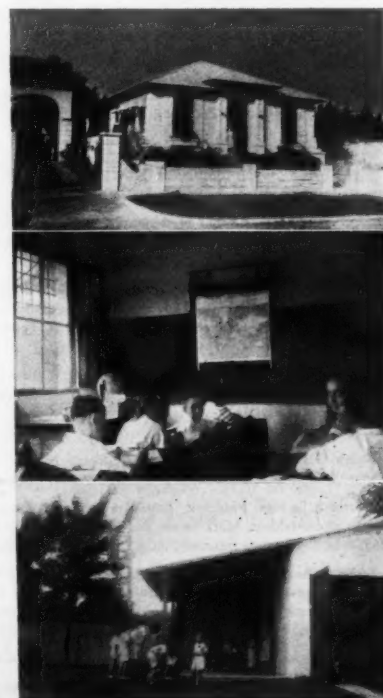
He believed that any money available should go for public health purposes, and it is true that there is much work waiting to be done here along those lines. So the matter seems to boil down to a battle of philosophies—a sound mind, or a healthy body?

Much of the actual educating is done in parochial schools similar to those of our own country. Besides these, other groups operate schools in a few of the key towns of the country. For example, in Barranquilla we have a Presbyterian mission

*Top: Karl C. Parrish School, Barranquilla, (American colony school).*

*Center: Interior of a schoolroom. Note window grills and ventilator (upper left-hand corner) found in all Colombian houses.*

*Bottom: Playground and kindergarten; latter is a converted garage.*



\* On leave-of-absence for the school year 1940-41, and now teaching in the American School at Barranquilla, Colombia, South America.



school, a German school, an Italian school, and our own American colony school.

The government schools are under the direction of the Minister of Education. He issues general rules and chooses texts; the departments (states) pay the teachers; and the towns take care of the housing. Children buy their own books and supplies.

Besides the schools of elementary level, the government maintains schools in the cities that give professional training to teen-age children.

The parochial and government school systems are both topped off by institutions called universities that are both secondary and collegiate in nature. In Barranquilla the government has lately opened one of this type to be used exclusively for the training of teachers to carry out their new plans.

**A**LL in all, while the school system of Colombia is not adequate, and lacks much in the way of organization and synchronization, yet the leaders of the country are not blind to these problems, and are constantly striving for improvement.

The trouble, of course, is money. Colombia is not a wealthy country, though the development of its almost untapped resources may some day make it so.

At present the European war is wreaking havoc with business. Coffee planters who formerly shipped to Europe are wondering what to do with their crops; oil production has slowed down to a very low level; automobile and electric supply dealers complain that no one is buying.

### Road-Building and New Homes

Obviously the development of the country must slow up also. Some road-building is going on; some new homes are being built; but the government is planning new projects with one hand and trimming the budget with the other.

So it seems that until things are settled across the sea, the situation in Colombia, economically and thus educationally, will be characterized by a slower tempo of progress. Now is the time for thinking and planning, while Colombia seems to realize, so that when the world again approaches normalcy we may see great strides forward.

\* \* \*

Dr. W. W. Kemp, former Dean of the School of Education, University of California, Berkeley, is vacationing in the Hawaiian Islands and returns to the mainland in late January. Professor Kemp has visited Hawaii on several occasions in connection with educational surveys and lectures.

## Alaska Cruises: 1941

Canadian Pacific Steamship Lines

S. E. Corbin, General Agent, San Francisco

**P**LANS for 1941 Alaska cruises are announced by Canadian Pacific Steamship Lines. They include 18 regular 8½ day cruises June 4-September 4 of the popular Princess liners sailing semi-weekly, especially built for Alaska travel.

Also there will be three special de luxe 10½ day cruises by the Princess Charlotte on July 1, July 22 and August 12. These de luxe cruises include calls at Ocean Falls, Prince Rupert, Ketchikan, Taku Glacier, attractive side trip through the Behm Canal, near Ketchikan, thence to Juneau, Sitka, Skagway.

Thirty-six hours will be allowed at Skagway where side trips have been arranged with the White Pass & Yukon Route to Lake Bennett, Whitehorse and West Taku Arm.

Minimum round-trip first-class fare from Seattle, Victoria or Vancouver to Skagway on all regular sailings is \$105, which rate applies to the majority of accommodations available. Round-trip fare for the larger standard rooms with double lower, single upper and sofa berth on all three steamships will be \$115, which rate also applies for the larger standard rooms on boat and promenade decks of the Princess Louise.

Minimum round-trip fare on special 10½ day cruises will be \$125 including meals and berth en route, but not while steamship is in port at Skagway. All fares will include meals and berth en route, but not while steamer is in port at Skagway. Charge for meals and berth aboard ship at Skagway amounts to approximately \$6 per person.

For bookings to Whitehorse, Lake Bennett or West Taku Arm, the extra lay-over cost at Skagway is reduced or eliminated.

### White Pass and Yukon Route

Connections will be made at Skagway with the White Pass and Yukon Route Service to Lake Bennett, Whitehorse, West Taku Arm, and Dawson on all regularly-scheduled trips. Side-trips from Skagway to West Taku Arm will be available with each arrival at Skagway, including special cruises. These trips into the interior are especially popular and most of them add only a few dollars to the total.

Those who are planning an Alaska Cruise should make early reservations as space is usually sold out by May 1. Sailing list and general information folder for 1941,

also illustrated descriptive folders are now available from the Canadian Pacific at 152 Geary Street, San Francisco or 513 West 6th Street, Los Angeles.

\* \* \*

An Atlas of World Review, by Clifford H. MacFadden, University of Michigan, comprises 160 maps which show at a glance the world of the present and America's place in it. A page of facts accompanies each map. Thomas Y. Crowell Company, publishers, New York City; price \$1.95.

\* \* \*

## California's Natural Wealth

**C**ALIFORNIA Conservation Council and the State Department of Education jointly announce publication of *California's Natural Wealth*, a conservation guide for secondary schools.

Prepared by a distinguished group of specialists, this bulletin is of great use to teachers in high schools and colleges, leaders of junior groups and members of organizations in the conservation field.

Chapters deal with What is California, What is Conservation, Soil and Agriculture, Water Resources, Native Flora, Forests, Wild Life and the People, Recreation and Scenic Areas, Minerals, Conservation in the Curriculum. There are 136 pages including many illustrations, bibliography of available materials.

Order from State Department of Education, Division of Textbooks, Sacramento. Single copy, 25 cents, plus 1 cent tax, postpaid.

## IT'S IMPORTANT

to know where to stay to get the most in comfort and convenience . . . That's why so many visitors to Los Angeles select the Biltmore. Rates are most reasonable, too.

1500 Rooms—All with Baths

Singles from \$4  
Doubles from \$6

**Biltmore HOTEL**  
LOS ANGELES

# AFRICAN ADVENTURE

## AN ENCOUNTER WITH AN ETCETERA

*Ethel P. Allen, Teacher\* Pomona Senior High School, Los Angeles County*

**E**VER since I can remember I have been interested in the words *et cetera*. They seem like such useful words and always fit into any occasion. Of course, the Latin derivation is plain but the words themselves roll off so easily when anyone is speaking and make such an item out of an otherwise blank space that they fascinate me with their versatility.

I had never expected to see an *et cetera* in any other position than just a useful filler-in of space, until recently when I encountered one in a very different way.

In a late afternoon, following a heavy tropical shower, we drove up to a quaint little hotel on the outskirts of an African town. We had been delayed by the rain for some time, for the red clay roads of Central Africa are not easily traversed when wet, especially in the hilly country.

The hotel was a rambling one-story building surrounded on three sides by flower gardens and a court of small cottages in the rear. I was delighted to find that my room overlooked a fragrant flower garden.

A cheerful fire in a small fireplace gave out a typical welcome and I stretched out my hands in greeting to it.

The room, like most hotel rooms in Eastern and Central Africa, consisted of a dressing room and bath and a charming sitting-room with one side composed entirely of French windows which made it possible to open the whole room to any cooling breezes which came.

As I stood warming my hands at the fire I noticed a framed announcement which told of all the alluring places which might be visited from this particular center. The chief emphasis, however, seemed to be placed upon the delightful experience one might have by sitting all night in a

tree-house and watching the many wild animals which would pass in review before this favored spot.

If the full moon happened to be shining one, of course, was doubly favored. The list of animals followed with a whole-hearted guarantee that, if one actually sat there all night, surrounded by the comforts of robes, cushions, hot tea, sandwiches and cameras and could resist the temptation to snatch forty winks, one would actually see lions, elephants, kongoni, zebra, wildebeeste, giraffe, hyenas, impalla, gazelle, *et cetera*, *et cetera*.

There it was again! If the last word had not caught my eye I should have lost interest at once for I had seen all of these animals many times on the African veld. But I had never seen an *et cetera*! And here was a chance!

Would it really be worth an all-night vigil in a treehouse? As I dressed for dinner I pondered on what, really after all, was an *et cetera*? Was it animal, vegetable or mineral? Gradually I concocted a mental picture of something which might best be described as an absolutely unique combination of a doodle, a winkle and a truffle, topped off by a fair reproduction of Great Aunt Sarah's best hat.

As I went off to dinner I was still chuckling over the thought of sitting up all night in a tree-house to watch such a creature creep to a near-by water-hole.

In fact, as I watched the so-called superior members of the animal kingdom eating and drinking all around me in the dining-room I couldn't help wondering if any sly little *et cetera* might be perched around in some ad-

vantageous spot enjoying the spectacle himself!

After-dinner coffee was served on a long open veranda since the skies had cleared and the night had become very warm. When I returned to my room I found that all of the windows had been opened and a slight breeze was stirring the curtains so I settled myself comfortably in a big chair to read.

Sometime later I was brought back to reality by the sound of stealthy footsteps crossing the highly polished floor. From the way the feet clanked down on the floor it sounded as though the creature had hoofs. Looking up in consternation I beheld, coming straight toward me, an enormous creature, species unknown, but certainly of the sub-species *et cetera*. (I have since heard it alluded to as *cockroachi!*)

It is strange, when one is confronted by an absolutely new and untried situation, how many things flash across one's mind in a split second of time. I recalled having read somewhere never to let an animal know that one is afraid and to look it straight in the eye if possible. And also, "Do not fire until you see the whites of their eyes."

**A**S I looked at the formidable creature coming steadily toward me I was much impressed by the expression in its eyes. It would be easy to say that it was an expression of terror or of lust for human blood, but it would also be easy to describe it as an expression of any ordinary creature intent on propelling itself from one location to another.

At the time that my thoughts were thus busily engaged, instinctively I reached for the weapon which I usually carried with me. How people managed in the good days when shoes were buckled or buttoned up over the ankles is a mystery, for there is nothing handier than a pump in almost any emergency!

The heel can be used for pounding tacks, opening suit-case catches and the like, and the toe is easily accessible if one wants to hide a piece of jewelry or other valuable while traveling. But, best of all, a pump is easily removed and hurled as a missile if ever such hurling becomes necessary. And one can never be accused of carrying a concealed weapon.

Even well-meaning relatives have never left any doubt in my mind as to my ability as a hitter of any target, and the general consensus of opinion among those who know has been that my aim is much more deadly if I close my eyes and let Nature take its course. But that has never deterred me from hurling a shoe if that seems to be what the occasion demands.

At this particular crisis in my life, occasion certainly demanded quick action. So I

### FREE TO TEACHERS

Single copy of "The Story of Western Pines", 64-page, illustrated book about lumber industry, for Junior High students. No obligation. Write Western Pine Association, 507 Yeon Building, Portland, Oregon.

\* Girls Adviser, Teacher of English and Family Relations.

hurled my pump in the general direction of the oncoming etcetera! Zeus, in all of his experience, never hurled a thunderbolt with more deadly aim. The etcetera was stopped short in its tracks, crumpled up into a shattered heap and lay like a vanquished doodle on the floor!

No big-game hunter in all of the Africa veld could have done better with his first shot. I bagged my kill in a piece of tissue paper and interred it decently and reverently in the waste-basket.

Whether this was provided as a sort of bait to lure guests to the safari and a night in the tree-house or whether the creature wandered in innocently enough from the garden through the open windows, I shall never know.

But, mingled with the regret that it was not possible to have the head mounted and brought home to hang in the hallway where admiring friends might exclaim over my one and only big-game trophy, is the satisfaction of feeling that, regardless of what critics may say, the old longing to see an etcetera has at last been gratified.

\*\*\*

### The Western Pines

**T**HE romance of the lumber industry from the earliest days in New England down to 1941 thrills red-blooded Americans because every page of its history is truly a cavalcade of pioneer spirit and indomitable courage by men of action.

Hardy woodsmen of the "good old days," working long days in deep snow with oxen or horses or on hazardous log drives and living in crowded bunkhouses, are quite in contrast to the Western Pine lumberjack of today, who works shorter hours at good wages and under better working conditions, uses labor-saving methods and equipment and lives in modern camps or nearby communities.

The Story of Western Pines, recently published by the Western Pine Association, has been prepared to give the younger generation an insight into modern, pine lumbering operations. This comprehensive booklet describes briefly the harvesting of mature Western Pine forests and their speedy conversion into many useful forest products by a great industry employing thousands of skilled workers in their woods, camps, mills and remanufacturing plants.

No reader can help but be impressed with the importance of this valuable natural

resource and the part it occupies in American industry. Every teacher of science, industrial geography and industrial arts, who wants to keep abreast with current practices in one of the largest lumber-producing regions in the country, will certainly be interested in securing a copy of this new publication.

While of interest to all ages, The Story of Western Pines has been written primarily for students in grades 7-9. The story is told in simple terms, is set in large, readable type and is devoid of any advertising or reference to manufacturers names or brands; with many pictures.

Elementary and junior high school prin-

cipals, teachers, manual arts instructors and school librarians should secure a free copy of this book. Schools desiring quantity lots for distribution to students can secure them at nominal cost. Address Western Pine Association, s 510 Yeon Building, Portland, Oregon.

\*\*\*

Association for the Study of Negro Life and History has national headquarters at 1538 Ninth Street, N. W., Washington, D. C. Carter G. Woodson is director and is editor of Journal of Negro History and Negro History Bulletin. Negro History Week is nationally observed, February 9-16.

## America's "OUT-OF-TOWN CAR"



*is the finest on the highways*  
—yet it costs less to ride, has the world's safest driver

● Millions of Uncle Sam's nieces and nephews are traveling this winter in their second cars—we mean Greyhound Super-Coaches, of course! You'll save a lot of wear and tear on your automobile—on your pocketbook—and on your nerves,

too! These big "out-of-town cars" are warmed and ventilated like a pleasant living room—fellow passengers are congenial—and the men at the wheel are 14 times safer than the average driver! Go Greyhound—next trip, every trip.



**FREE!** A brand new "Amazing America" Cartoon Map, with more than 100 entertaining pictures and stories, in full color. Simply mail this coupon to GREYHOUND TRAVEL BUREAU, Pine and Battery Sts., San Francisco, Cal.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ ST-1CA



# NORTHWEST IN WINTER

## WINTER WONDERLAND OF THE PACIFIC NORTHWEST

*Arthur L. Scott, San Francisco*

**A**MERICA has discovered that out-of-doors is as much fun in winter as summer. Skiing, skating, tobogganing, sleigh-riding and snow-shoeing bring increasing thousands out into the healthful fresh air in winter.

Those who have traveled the world over in search of recreation acclaim the Pacific Northwest as one of the finest settings for winter sports. With railroad travel so greatly improved in speed, comfort and economy, these mountain playgrounds are drawing skiers and other sports lovers from all over the country.

Rising to a height of 11,225 feet above sea level is Oregon's majestic Mount Hood, site of Mount Hood National Forest Area. This beautiful section is rapidly gaining in popularity as a winter sports headquarters.

Here each June is held the International Midsummer Ski Tournament, featuring the Crater Rock Race of 4 miles downhill for the Golden Rose Trophy. The Oregon Winter Sports Association is also planning many other spectacular events to take place on the slopes of Mount Hood during the winter.

Located at an elevation of 6,000 feet on Mount Hood is Timberline Lodge, 8 miles from the Government Camp, which is 2 hours by motor from Portland. Timberline Lodge is a magnificent building with uncrowded accommodations for as many as 244 guests. There are 62 private bedrooms with bath—some with open fireplaces. In addition to these, there is dormitory accommodation for 124 people. Coffee-shop and dining-room provide excellent food at reasonable prices.

Mount Rainier National Park is reached by daily motor-coaches from both Seattle and Tacoma, Washington. Every week-end during winter and spring it is the scene of exciting ski events.

The annual snowfall in Mount

Rainier National Park is from 2 to 3 times that in Switzerland. In certain sections there is fine skiing the year round. The visitor here may stay at Paradise Inn or Paradise Lodge—both a mile above sea-level. Mount Rainier itself is one of the most spectacular sights in America, rising 14,408 feet above the sea. Some of its many snow-covered slopes invite the timid beginner, others challenge the daring veteran.

Mount Baker is rapidly becoming one of the favorite skiing spots with the added attraction of ice skating on nearby Sunrise, Terminal and Picture Lakes in late November and early December. The Lodge, situated in the heart of the Mount Baker National Forest 60 miles from Bellingham, Washington, 25 miles south of the Canadian border, is reached by daily motor service from Bellingham. Mount Baker Lodge provides comfortable accommodations the year round. Rooms are steam-heated, electric-lighted and all have private bath.

### Skiing at Mount Baker

At Mount Baker there is every kind of skiing one could desire, from the gentlest slopes for beginners to the most exciting runs and jumps for the veterans. There is a ski-tow for those who like to ride up hill so that they may enjoy more down-hill running.

Through cooperation of skiing groups in Wenatchee and Everett and the U. S. Forest Service, a new ski lodge at the summit of Stevens Pass is being built to replace the structure which burned last spring. The site is almost directly above the Great Northern's 8-mile tunnel which pierces the Cascade Mountains.

Stevens Pass, named in honor of John F. Stevens, famed Great Northern engineer, is noted as one of the finest skiing areas in Washington. Several ski clubs have erected lodges

there for their groups during the past season. The new Forest Service Lodge will be open to use of the general public.

Stevens Pass is reached via the Great Northern to Berne at the eastern portal of the Cascade Tunnel. Private buses takes skiers from Berne to the summit. Returning skiers find an exhilarating 6-mile run from the summit to Scenic, at the west portal of the tunnel.

Centered around Spokane, Washington, the Inland Empire is a magnificently scenic country to which winter lends enchantment. Extending 350 miles to the doorstep of the Montana prairie, this is a land of forests, of jade colored rivers—the Pend Oreille and the Kootenai—of lakes and valleys and majestic mountains wherever the eye wanders. It is one of America's great natural zoos, for deer and bear are frequently seen along the steel trail of the Empire Builder, particularly in the Glacier National Park area, known to thousands of Californians as The Land of Shining Mountains.

Ice boats and skaters are seen skimming the crystal ice of Whitefish Lake as the train approaches Whitefish, Montana, where the "kinks" in travel legs can be walked out in air pungent with a magic-working mixture of pine scent and wood smoke.

The word pictures included here only encompass a few of the principal highlights. They portray, however, both the dramatic beauty and variety of activity in this one million square mile area. They testify to the necessity for the California teacher to see all of the Pacific Northwest—both in winter and in summer—in order to fully appreciate and enjoy the many holiday treats and new vacation experiences in store there.

\* \* \*

Institute of International Education, 2 West 45th Street, New York City, issues a news bulletin of great interest and value to teachers, now in its 16th volume; director of the Institute is Dr. Stephen Dugan. A recent issue describes Latin America's second struggle for independence and also carries a report concerning the international student committee.



## Redwood Facts

A STOREHOUSE of information on the Redwoods is contained in four educational pamphlets published by Save-the-Redwoods League. Those who live near the great trees will be particularly interested in checking up on facts, many of which may be new even to old-timers in this region.

*Trees, Shrubs and Flowers of the Redwood Region*, by Dr. Willis L. Jepson, discusses the flora associated with the Redwoods and gives many photographs and drawings of them. A valuable feature is a page illustrating and describing the various ferns found in the Redwood belt.

*A Living Link in History* is a statement by the president of the League, Dr. John C. Merriam, of the spiritual and aesthetic significance of the Redwoods.

Dr. Ralph W. Chaney of the University of California wrote one of the pamphlets, entitled *Redwoods of the Past*, which describes the long descent of the trees themselves, telling how they migrated in ages past.

In *The Story Told by a Fallen Redwood*, Professor Emanuel Fritz of the University of California shows through charts how the happenings in the life of a "down tree" can be told by studying its cross section.

Mail address of Save-the-Redwoods League is 219 California Hall, University of California, Berkeley. Each pamphlet in the series is 10 cents a copy, post free.

Save-the-Redwoods League has as its objects:

1. To rescue from destruction representative areas of our primeval forests.
2. To cooperate with the California State Park Commission, and other agencies, in establishing Redwood parks and other parks and reservations.
3. To purchase Redwood groves by private subscription.
4. To cooperate with the California State Highway Commission and other agencies in assuring the preservation of the trees and of the roadside beauty along highways in California.
5. To support reforestation and conservation of our forest areas.

The Mill Creek Redwoods in Del Norte County, and the "Avenue of the Giants" groves north of Dyerville in Humboldt County, are among the finest primeval forests in the world. In all their natural beauty, these areas

are to be saved—for future generations and for people today to enjoy. This means recreation, rest and inspiration.

These forests are to be purchased in successive units as the funds are raised, for preservation in the State Park System. It is hoped and expected that, as in the past, the State of California, over the years, will appropriate one-half of the amount required. The League aims to raise the other half.

Many California school people are active workers in this important conservation league.

\* \* \*

## Latin-America

**L**ATIN-AMERICA Backgrounds, a bibliography of nearly 500 references, is a 74-page, mimeographed bulletin compiled by NEA Research Division, 1201 Sixteenth Street, N.W., Washington, D. C.; price 25 cents. Frank W. Hubbard, director of the Division, in the foreword states:

"Today great emphasis is being placed upon inter-American solidarity. If such activities are to lead to permanent results they must be based upon enlightenment. North Americans are not as well informed about Latin America as they should be. Perhaps

the knowledge about us possessed by our neighbors to the South has been limited too much to the areas of trade and commerce. Much needs to be done to increase inter-American understanding of cultural contributions and opportunities."

\* \* \*

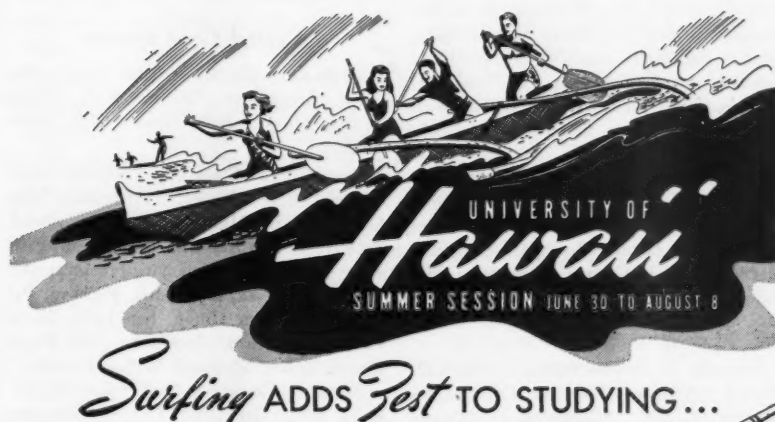
## United States Lines

**T**HE America, unchallenged queen of the American Merchant Marine, comes to Los Angeles February 11, 1941, according to announcement of Kenneth D. Dawson, vice-president of the United States Lines.

Marking the resumption of intercoastal service by the U. S. Lines, the \$17,500,000 America joins the palatial Washington and Manhattan in a series of 14-day All-American cruise voyages between New York and California.

The America sails from New York January 29 and will dip her giant bow into Pacific waters for the first time February 5 at Balboa, Canal Zone. The liner will arrive in San Francisco February 14.

First sailing in the intercoastal service in 1941 will be January 10 when the 30,000-ton Manhattan clears New York harbor for California via Havana, Cristobal, Balboa and Acapulco.



**IMPORTANT**  
BOOK PASSAGE NOW  
SPACE AT A PREMIUM

ESTIMATED COST  
As little as \$300  
includes round trip  
steamer fare, room,  
board and tuition.

Here the exciting sports of the South Pacific lend a new zest to serious study. Here the famed beach of Waikiki... with its surfboards and outriggers, coral sands and palm-lined shores... is but a step from the campus of this fully accredited American university. To this unique "crossroads" come students and distinguished faculty from both sides of the Pacific. Join with them this year... for either graduate or undergraduate courses... and enjoy a summer session that is the most exciting in all American education.

MAIL THIS COUPON TODAY

Director of Summer Session, Dept. B,  
University of Hawaii, Honolulu, Hawaii, U.S.A.  
Please forward complete information about courses and instructors  
for your 1941 Summer Session.

Name (print) \_\_\_\_\_

Address \_\_\_\_\_

## CTA HONOR SCHOOLS

SCHOOL STAFFS ENROLLED 100% FOR 1941 IN CALIFORNIA TEACHERS ASSOCIATION. ADDITIONAL LISTS WILL APPEAR IN FEBRUARY

### Southern Section

**Imperial County** — Acacia, Bard, Calexico: Beech, Dool, Hoffman; El Centro: Harding; Heber, Holtville Elementary, Jasper, Mt. Signal, Niland, Westmorland.

**Inyo County** — Bishop High, \*Death Valley, \*Furnace Creek, Lone Pine Elementary, Lone Pine High, \*Shoshone, \*Tecopa.

**Los Angeles County** — Alhambra: Central, Garfield, Granada, Marengo, Marguerite, Ramona, Ynez; \*Antelope, Arcadia: Holly; Azusa City, Bonita Union High, Charter Oak, Claremont City, Compton Secondary District: Lynwood Junior High; Covina: Grammar, Merwyn; Downey Elementary, El Monte Elementary, El Segundo Unified District, Garvey District, Glendora, Hawthorne: Eucalyptus, Fifth Street, Williams, Washington; Jefferson District, \*Lake Hughes, Lancaster Elementary, La Verne City, Llewellyn, Manhattan Beach Elementary, Monrovia Elementary: Wild Rose; Montebello Elementary: Bandini, Bell Gardens, Eastmont, Greenwood, Laguna, Montebello Park, Washington, Winter Gardens; Mt. View: Ruth Home; Newhall, Norwalk, Palmdale, Pomona: Hamilton, San Antonio, Washington; \*Redman, Redondo Union High, Redondo Beach Elementary, Rivera, San Dimas, Santa Monica: Grant, Roosevelt, Lincoln Junior High; Soledad, South Pasadena Elementary Schools, South Santa Anita, Spadra, West Whittier, Whittier Elementary Schools, Whittier High, \*Wilsona.

**Orange County** — Anaheim Elementary: Broadway, Franklin, La Palma, Washington; Brea Elementary District, Garden Grove High, Laguna Beach City, Katella, Magnolia No. 1, Orange Elementary: Maple; Orange High, \*Paularino, Placentia City, San Clemente, \*San Joaquin No. 2, Villa Park.

**Riverside County** — \*Alamos, Alberhill, Alvord, \*Antelope, Cabazon, Corona Elementary Schools, \*Cottonwood, \*Desert Center, \*Eden, \*Edom, Elsinore Elementary, \*Ferndale, \*Hyatt, Indio, \*March Field, \*Menifee, Palm Springs High, Perris Union High, Riverside City: Central Junior High, Chemawa Junior High, University Heights Junior High; Bryant, Grant, Independiente, Lincoln, Longfellow, Lowell, Palm; Romoland, \*San Ignacio, Union Joint, \*Valley Center, \*Wildomar, Winchester.

**San Bernardino County** — Alta Loma, Barstow Union High, Barstow Elementary, Bloomington, \*Camp Baldy, Chino: Intermediate; City Creek, Colton Elementary Schools, Cucamonga, \*Daggett, Etiwanda, \*Fawnskin, Guasti, Hinkley, Kelso, \*Los Flores, \*Ludlow, Mill, Mission, Needles

District, Oro Grande, San Bernardino City: Highland Junior High, Cajon, Meadowbrook; Terrace, Upland City, Warm Springs, Wrightwood, Yermo.

**Santa Barbara County** — Goleta, Lompoc Elementary, Montecito, Orcutt, Santa Maria City, Summerland.

**San Diego County** — Alpine, \*Bear Valley, Coronado Elementary, Fallbrook Union High, Lemon Grove, National City Elementary, Oceanside-Carlsbad Union High, \*Richland, San Diego City: Snyder Continuation, Pacific Beach Junior High, Adams, Balboa, Bay Park, Birney, Brooklyn, Burbank, Cabrillo, Central, Chollas, Edison, Emerson, Encanto, Euclid, Florence, Franklin, Fremont, Garfield, Grant, Hamilton, Jackson, La Jolla, Lincoln, Logan, Loma Portal, Lowell, McKinley, Mission Beach, John Muir, Ocean View, Pacific Beach, Rest Haven, Sherman, Sunshine, Valley View, Vauclain Home; San Pasqual, Vista Elementary.

**Ventura County** — Apache, Briggs, Moorpark Elementary, Nordhoff Elementary, Oxnard High, Oxnard: Roosevelt, Haydock; Somis, Ventura Junior College, Ventura Elementary: Lincoln, Will Rogers; County Office.

### Central Coast Section

**Santa Cruz County** — Santa Cruz — Bay View, Branciforte, Garfield Park, Grant, Laurel, Mission Hill, Mission Hill Junior High.

**San Benito County** — Ausaymas Joint Union, Bear Valley, Bitterwater-Tully Union, Cherry Hill, Cienega, Cottonwood, Emmet, Enterprise, Erie, Fairhaven, Fairview; Hollister — Grammar; Fremont; Jefferson, Live Oak, New Idria, Pacheco, Panoche, San Juan Union, San Justo, Santa Ana, Santa Anita, Southside, Tres Pinos Union, Union, Vineyard, Willow Grove.

**Monterey County** — Bradley Union, Carmelo, Ellis, Greenfield Union, Hesperia, Jamesburg, King City Union, Lewis Joint, Salinas — Roosevelt School; Washington School; San Lucas Union, Pacific Grove Elementary School, Pacific Grove High School.

**San Luis Obispo County** — Atascadero, Banning, Bellevue, Bethel-Encinal Union, Branch, Cambria Union, Canyon, Cayucos, Corral de Piedra, East Santa Fe, Fair View, Hope, Huasna, Irish Hills, Laguna, Los Berros, Mammoth Rock, Morro Union, Mountain View, Nipomo, Oak Dale, Olmstead, Paso Robles Union — Departmental, Grammar; Phillips, Pismo, Pleasant Valley, Pozo, San Luis Obispo — Fremont; Santa Fe, Santa Manuela, Santa Rosa, Simmler, Someo, Templeton, Washington, Atascadero

Union High, Coast Union High, Paso Robles Union High, Templeton Union High. T. S. MacQuiddy, Watsonville.

### North Coast Section

**Trinity County 100 %** — Big Bar, Lewiston, Douglas City, County Superintendent's office. — Mrs. Alma Thompson, Ferndale.

### Bay Section

**San Francisco** — Alvarado, Bay View, Edison, Franklin, Guadalupe, John Muir, Lafayette, Laguna Honda, Longfellow, Madison, San Miguel, Sarah B. Cooper, Sheridan, and Florida Division of Sunshine.

**Alameda County** — Alviso, Antone, Castro Valley, Decoto, Edenvale, Inman, Lincoln, May, Midway, Mocho, Mt. House, Murray, Newark, Palomares, Pleasanton, Redwood, Stony Brook, Summit, Sunol Glen, Tennyson, Townsend, Valle Vista, Warm Springs, Washington Union High School, Emeryville High School, and Ralph S. Hawley School at Emeryville.

**Hayward Elementary Schools ALL 100%** — Bret Harte, Burbank, Fairview, Hayward Highlands, Markham, Muir, Pacific Primary.

**San Leandro** — Lincoln and Roosevelt. **Contra Costa County** — Lafayette, Oakley, Pittsburg Primary, Selby, Vine Hill, and Martinez Junior High.

**Marin County** — Novato.

**Napa City Elementary — ALL 100%** — Lincoln, John L. Shearer, and Intermediate.

**San Joaquin County** — Bellota, Burwood, Castle, Delphi, Fairchild, French Camp, Glenwood, Harmony Grove, Houston, Lammersville, Lathrop, Linden Grammar, Live Oak, New Jerusalem, Peterson, Ripon Elementary, Van Allen, Victor, and Linden High School.

**Santa Clara County** — Campbell Elementary, Cupertino, Jefferson, Morgan Hill, Dana Street School at Mt. View, Orchard, San Martin, Sunnyvale Elementary, and all the Elementary Schools at Santa Clara City: Fremont, Washington and Intermediate.

**Gilroy ALL 100%** — Jordan, Severance, Eliot and Wheeler Elementary Schools, and Gilroy High.

**Palo Alto** — South Palo Alto Elementary School.

**Solano County** — Benicia, Fairfield and Rio Vista Elementary Schools.

**Sonoma County** — Arcadia, Bliss, Canfield, Coleman Valley, Creighton Ridge, Dunham, El Verano, Felta, Green Valley, Horicon, Flowery, Jenner, Lafayette, Lakeville, Lone Redwood, Manzanita, Monroe, Mt. Vernon, Ocean View, Payran, Ridenhour, Riebli, Strawberry, Tula Vista, Iowa of Two Rock Union, Watmaugh, Wilfred.

**Petaluma ALL 100%** — Lincoln, McKinley, Philip Sweed, Washington, Petaluma (Please turn to Page 42)

# Sierra

## EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

VOLUME 37 183

JANUARY 1941

NUMBER 1

### SECRETARY'S REPORT

REPORT OF THE STATE EXECUTIVE SECRETARY AT SEMI-ANNUAL MEETING OF CALIFORNIA TEACHERS ASSOCIATION, DECEMBER 7, 1940, LOS ANGELES

*Roy W. Cloud*

IN bringing greetings to this semi-annual meeting of the California Council of Education I wish to give my heartiest thanks to the membership in general and to the Section officers in particular who have so effectively conducted Association affairs during the past year that California Teachers Association has reached an all-time high of 38,149 members enrolled.

The previous high mark was in 1932. At that time there were many more teachers employed in the public schools of the state than at present, so I believe that we should be particularly pleased with this fine endorsement of the principles and policies of California Teachers Association.

During this past year our Tenure Committee has worked most diligently in attempting to ascertain facts and conditions covering the tenure situation in the schools of the state. Your Secretary has visited school districts where tenure disputes have arisen. I realize that tenure is giving much concern in a few districts of California. However, I believe that since the adoption of the tenure law teaching conditions in California have improved greatly. It is my honest opinion that there are exceptionally few teachers

under tenure who are not rendering faithful service.

I know that tenure has relieved administrative officers in school districts from the necessity of making many appointments for political or pressure reasons. I further believe that the schools of California can be exceedingly happy that they have tenure to contend with rather than civil service. An illustrious gentleman once remarked that it is better to bear those ills we have than fly to others that we know not of.

I had hoped that it would be possible at this meeting to report on a perfected plan for a retirement proposal which California Teachers Association would support at the next session of the Legislature. You heard this morning the report of Ralph R. Nelson, actuary of the California Teachers Retirement System, who has been engaged in an examination and an evaluation of the funds. In the four preceding examinations and evaluations it has been demonstrated that the retirement fund is liable for millions of dollars more than its assets.

Mr. Nelson's report shows that the accrued liability of the retirement fund is more than a hundred million

dollars. This does not mean that the fund is in any real danger. It means that adjustments must be made at the next session of the Legislature. We can rest assured that the retirement fund will continue to pay its annual obligations to every retired teacher.

We cannot present the figures which may be required to stabilize the Retirement System, but I know that it will be necessary for the teachers and the districts to make increased payments into the fund.

Just at present we are watching with considerable interest Senate Bill No. 4269, introduced into the United States Senate by Senator Wagner of New York in August, 1940. If this bill, which is still pending, should pass in the present form in which it was introduced, every teacher in the United States would come under the provisions of Social Security as provided by the United States Government. However, an amendment has been proposed that may protect teachers who are now in existing retirement systems. Should this bill be enacted without this amendment, the school districts of the state will be required to pay 1% of the salary of each of its teachers to the Federal Government up to 1% of \$3,000, that amount being the maximum salary on which federal security is computed. Each district of California then will be required to pay varying amounts from \$13.20 up to \$30 a year for each of its certificated employees and 1% of the salary of



each of its non-certificated employees. In addition, 1% of the salary of each such employee will be deducted from each monthly pay-check. In 4 years the payments of the districts and the contributions of the teachers will be 3% of the salaries up to \$3,000.

**D**ISCUSSION of tenure and retirement brings to us the realization that the California Legislature will meet in its Fifty-fourth regular annual session on January 6, 1941. We are now studying two matters which we hope will meet with the approval of the Legislature so that they may go before the people as Constitutional Amendments at the next general election.

The first of these is an amendment which seeks to professionalize the office of County Superintendent of Schools. This office should be one of the most important in California school affairs. It has never attained its proper position. We hope that the County Superintendents themselves will be able to prepare a bill which will be acceptable and which will secure the desired results.

#### **Adequate Salary for State Superintendent**

It is also to be hoped that another Constitutional Amendment may be prepared which will provide more adequately than at present for the remuneration of the State Superintendent of Public Instruction. This place should be first in importance in school affairs of California, but the State Superintendent over a long period of years has been required to serve his people on a salary which is not at all comparable with the importance and the dignity of the place.

As your Secretary I wish to bring to your thought a matter which I believe should have some consideration. During a long period of time the institutes and conventions held in the various counties of California have been occasions when all of the teachers could come together and discuss their common problems and learn of some of the newer phases of education which are commanding attention in other parts of the country. Criti-

cisms from within and without the profession have been aimed at the institutes and conventions.

I believe that there is no practice we as teachers have which should be more carefully guarded than the teachers institute. The annual assembly of the large groups of teachers is a protection which many do not appreciate.

A final point which I will bring to your thought has to do with the summer vacation. At the last session of the Legislature a determined effort was made by certain groups of people to enact into legislation a provision that there must be a 90-day vacation period during the summer. Such a bill may be re-introduced. I hope that everyone connected with the public schools will vigorously oppose such legislation should it be presented again. I believe that should such a bill be enacted into law the teachers would suffer more than any other group of people. At present many schools have as much as 90 days of vacation in the summertime. This is necessary because of climatic conditions. However, similar vacations should not be imposed upon those sections of the state where the schools can comfortably and profitably hold their sessions. Should such a practice be enacted into law salary conditions would be effected.

At this time I wish to thank the

members of the California Council of Education and all of the committee members for the fine service they are rendering to our Association and to the public in general. This has been a most happy year so far as our official relations have been concerned with the members of the Board of Directors and the President and Vice President. In my opening remarks I mentioned the Section officers. I want again to thank them for their very earnest support.

**O**NE of our Secretaries, Miss Shirley Perry, who has most efficiently served in the North Coast Section since 1923, has been required to relinquish her place because of physical condition. I want to thank Miss Perry in this public manner for the fine and loyal support which she has ever given. I know that every member of the Council joins me in wishing her a speedy recovery from the illness which she recently suffered.

I also wish to thank publicly my associates at headquarters. Everyone there has worked diligently and loyally for the welfare of California Teachers Association.

Upon the experiences of the past I confidently look to 1941 as the best year in the history of California Teachers Association.

## **CTA CONSULTING GROUPS**

THIS MONTH THE CONSULTING GROUPS STUDY EDUCATION AND THE ECONOMIC SUCCESS OF THE INDIVIDUAL

*Arthur F. Corey, Los Angeles; Director, CTA Consulting Groups*

**A** RECENT article in Nation's Business stated that the greatest desire of the average young person is to be able to earn his bread, and that in answer to this desire society is giving this young person a sheep-skin! The writer pointedly added that the skin is the least nourishing part of the animal.

This statement is typical of a prevalent attitude that education has failed in preparing young people for employ-

ment. The usual reaction to this attitude is a demand for an immediate and rapid expansion of direct vocational education.

Specialists in vocational education are now warning against such oversimplification of our economic difficulties. Several questions need to be answered before future solutions can be developed and these questions must be answered in the light of experience.

*Has education in the past tended*



*to increase the economic efficiency of the individual as measured by his earning power? Has education made any consistent efforts toward economic competence? What are the elements in the school program which have contributed most to whatever economic efficiency its graduates have shown?*

These questions could well be taken as the basis of the general discussion at the meeting of the consulting group.

### The Individual vs. Society

It might be argued that if general education tends to increase the productivity of the whole people, it can be assumed that it will pay dividends to the individual. The situation is not so simple. Edie points out in his text on economics that although the clerk who goes to night school will earn more than the indifferent one who does not, it is still true that the uneducated plasterer may earn more than the educated school-teacher. Educated labor does not receive relatively high wages because it is educated but because it is scarce. In a democracy, scarcity of labor should be based only on diligence and ability.

### Has Education Increased Earning Power?

Even though placing a money value on education has been frowned upon, several studies are listed in the appended bibliography which are reasonable basis for the statement that persons with more education have tended to earn more money. One must go slowly in interpreting such data. Many factors are uncontrolled in these studies, but it is reasonably safe to assert that schooling, even of the traditional general sort, has tended to increase individual earnings.

### Economic Success a By-Product

Public education in the past has not consciously pointed itself toward economic competence or efficiency. Results in this area have been largely by-products of a program aiming at

intellectual development and general culture.

In January, 1940, the California Congress of Parents and Teachers compiled reports submitted by 500 communities on efforts of all sorts being made by high schools and junior colleges to achieve occupational adjustment of graduates. An unbiased investigator would be forced to admit that these institutions reporting had not accepted or even faced any general responsibility for the economic efficiency of their graduates.

An elaborate symposium on general economic competence, conducted by Columbia University, ended in agreement on but one point. That point was that the public schools and universities of this country had almost ignored the possibility of teaching general appreciation of economic facts and principles.

### Conclusion

**I**N spite of its acknowledged inadequacies in character and distribution, Education has played an important part in the economic effectiveness of those fortunate enough to profit by it.

Rapid changes in the economic life of our country have made the task of occupational adjustment extremely difficult.

Elements from past programs and new suggestions now must be carefully evaluated in the determination of a type of general education which will consciously assume a major objective of economic efficiency. The character and extent of such a proposed program is the basis of the topic for next month.

### Suggested Readings

- Education and Economic Well-Being in American Democracy, pp 103-132.
- "Economic Problems in Relation to Education," Wilson, R. B. National University Extension Association, Proceedings. 1938, p 142.
- "Salvaging the Lost Generation," Winecoff, A. T. Nation's Business. 28:108 Mr '40.
- "Public Education and Economic Trends,"

Norton, T. L. Harvard University Press. 1939.

"The Personnel Aspect of Educational Selection," Lyman, E. School and Society. 50:210 Aug 12 '39.

"W.P.A. Here We Come," Leonard, E. A. School and Society, 51:393 Mr 30 '40.

"Developing Economic Competence Through Public Education" (a symposium) Teachers' College Record. 41:573 Ap '40.

Studies on Education and Earning Power.

"The Effect of Schooling Upon Income,"

Gorseline, D. E. Bloomington, Ind.: Indiana University. 1932 p 141.

"Economic Status of College Alumni," Greenleaf, Walter J. Washington, D. C.: Government Printing Office. 1939. pp 56, 63, 65, 68, 69.

"Life Earnings in Selected Occupations in the United States," Clark, Harold F. New York: Harper and Brothers, 1937. p 3.

"Earning Power and Education" World's Work. 46:245-46; 1923.

"The Money Value of Education," Ellis, A. Caswell. Bulletin 1917 no. 22, U. S. Bureau of Education.

"Statistics Showing that an Education Pays," Clark, M. G. Journal of Education. 78:109-10; 1913.

"The Occupations of Members of the American Association of University Women," Woodhouse, Chase Going. Journal of the American Association of University Women. 21:119; June 1928.

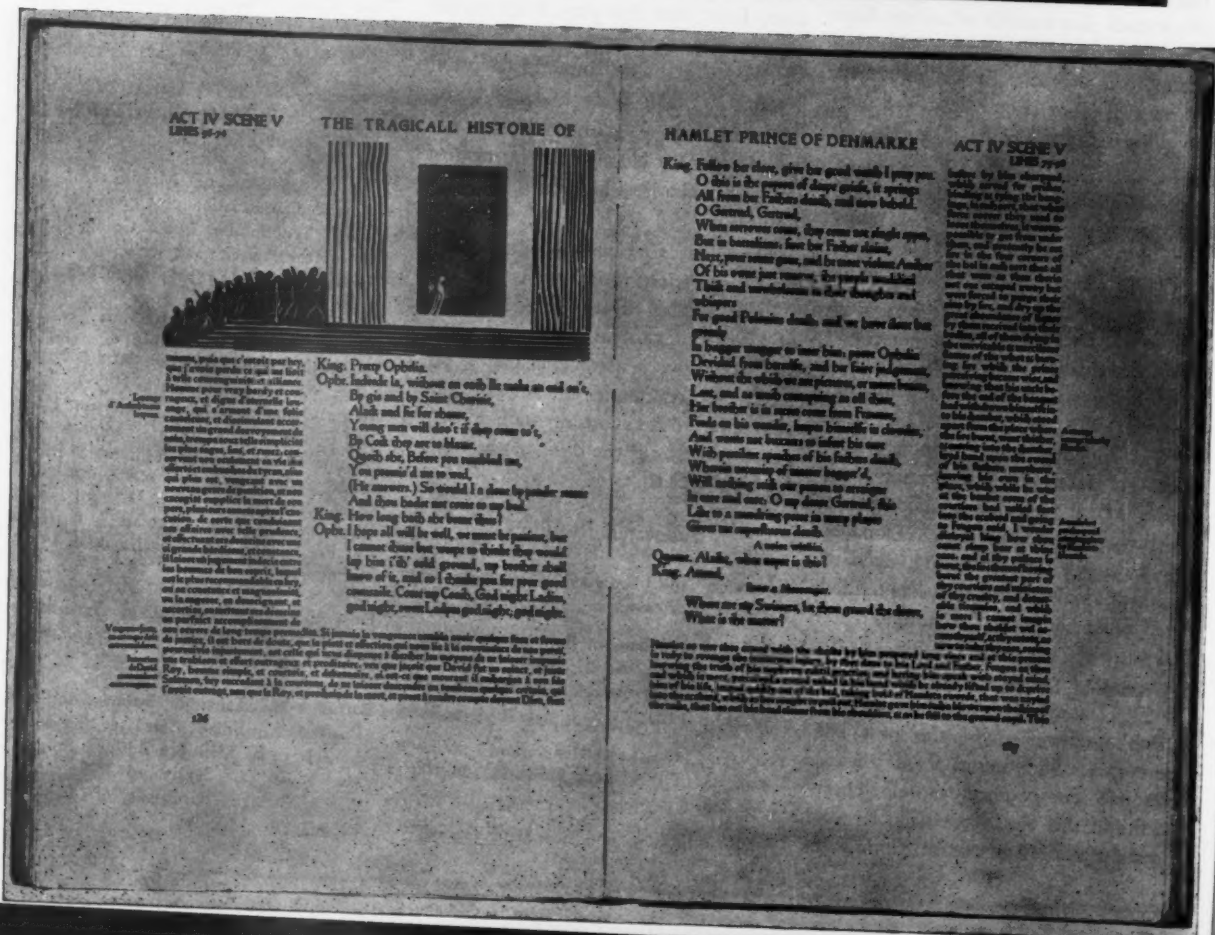
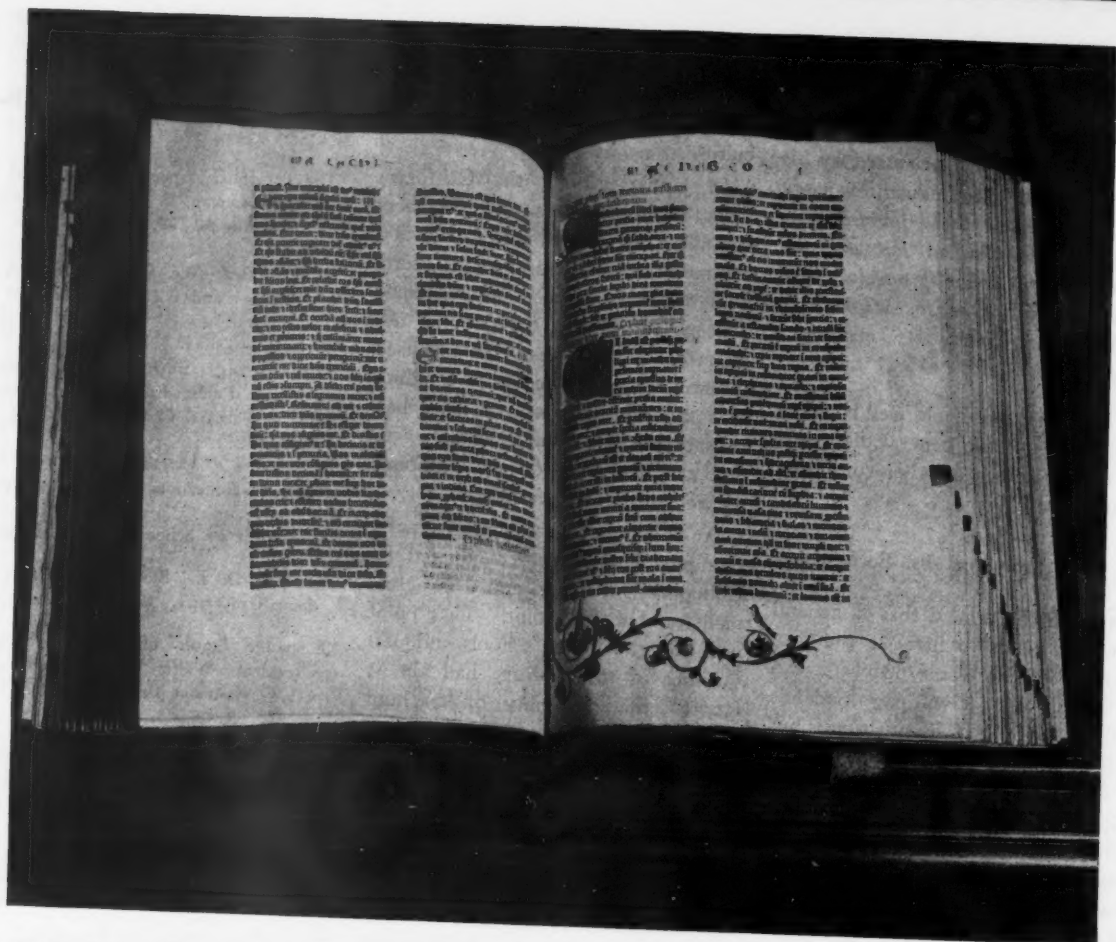
"Capital Concept Applied to Man," Walsh, J. R. Quarterly Journal of Economics. 39:255-85; February 1935.

"Men, Women and Jobs," Patterson, Donald G. and Darley, John G. Minneapolis, Minn.: University of Minnesota Press. 1936.

"Does Business Want Scholars?," Gifford, Walter S. Harper's Magazine. May 1928. pp 669-74.

"Does Vocational Training in Agriculture Pay?," School Review. Newman, Walter S. 42:248-52; 1934.

"Earnings of Women in Business and the Professions," Elliott, Margaret and Manson, Grace E. Michigan Business Studies, vol. 3, no. 1. September 1930. Ann Arbor, Michigan: University of Michigan 1930.



## GREAT BOOKS

**S**CHOOL people throughout California and the West are interested in the noteworthy exhibit at the Huntington Library, San Marino, commemorating the 500th anniversary of the invention of Printing with movable types in Europe. Twenty-five outstanding products of the printing press, 1450-1935, are being shown.

Among the famous craftsmen whose works are included in the exhibition are Gutenberg, Jenson, Plantin, Bodoni, Morris, Rogers, and Updike.

Included among the impressive and beautiful editions of great books of literature, science, history, and religion are two of the most important early Bibles—the Gutenberg Bible and the 1462 Bible—as well as sumptuous editions of the classics—Virgil, Horace, Dante, and Chaucer. The Ptolemy Cosmographia, printed in 1482, a decade before Columbus set out on his famous voyage, includes a representation of Greenland, the first part of the Western Hemisphere to be pictured in an atlas.

The exhibit, begun November 1940, has been so popular that it is being continued through January and February.

The hand-list, *Great Books in Great Editions*, a beautifully-illustrated, 48-page guide, may be obtained by addressing Exhibitions Office, Huntington Library, San Marino; price 25 cents postpaid. Through the courtesy of the Library, three plates from the guide are here reproduced: 1. The Gutenberg Bible. 2. Shakespeare, Hamlet. 3. Ptolemy Cosmographia and Mercator Atlas.



*On the Left Page (Above) — Gutenberg Bible (ca. 1450-56), most famous book in the world, printed by Johann Gutenberg, at Mainz.*

*(Below) — The Cranach Hamlet (1930), containing text of 1640 Hamlet and printed at Count Harry Kessler's Cranach Press, at Weimar.*

*On this Page (Above) — Mercator-Hondius Atlas (1636) of Mercator's maps, printed by Henry Hondius and John Johnson, at Amsterdam.*

*(Below) — Ulm edition of Ptolemy's Cosmographia (1482), containing 32 maps and printed by Leonard Holle at Ulm.*

Dr. Maurice A. Bigelow, internationally known for his many years of successful service at Teachers College, Columbia University, is chairman of American Social Hygiene Association national education committee, with headquarters at 1790 Broadway, New York City. The educational activities of the Association are directed toward the advancement of education in all phases of social hygiene, including related problems of marriage and family life.

### American Youth

**T**HE Community Council development in Los Angeles County is described in *Rallying Resources for Youth*, a 20-page leaflet of American Youth Commission describing how three communities set up councils to coordinate separate agencies and make the most of their facilities.

*New Strength for America* is a 12-page

bulletin presenting the unique recreational project in Columbus, Indiana.

*Finding the Facts about Youth*, 16 pages, tells how three American communities conducted surveys to learn what the youth problem meant right at home.

Copies of these leaflets may be had without charge by addressing American Youth Commission, 744 Jackson Place, Washington, D. C.



# CALIFORNIA DRAMA

A FEW PAGES FROM A CALIFORNIA HISTORY BOOK

*An Original Play by Elinor French's Fourth Grade, Cleveland School, San Francisco*

**I**T was getting toward the end of the term. Our 4th grade had been studying about California. The children decided that they would like to give a play to which the parents could be invited and through which the audience could meet a few of the interesting and important figures in California history.

Among the plays that we had acted out during our dramatic periods had been an original play about the landing of Cabrillo and a play about the discovery of gold from In Old California by Edith Kirk Fox. The children wanted to give both of these plays.

We had been working in groups during our social studies periods; look-up references, organizing material, and giving reports. The children also wanted to give some of the reports for the parents. The most difficult task was to incorporate these ideas into a unified and interesting whole.

We solved this problem by having a "talking" relief map of California introduce the plays as well as the reports which were given by children representing different California pioneers. We had enough reports so that all those who were not in the play had speaking parts.

For scenery we made large colored chalk backgrounds on wrapping-paper. For the play about Cabrillo the children drew an Indian hut, some trees and rocks; for the last play they drew a scene depicting the interior of a lumber camp. In front we put a table and some chairs. The rest of the action took place in front of the curtain. This allowed time for the scenery to be moved while the talks were being given.

Since this wasn't supposed to be a finished production we didn't attempt to make complete costumes. The Indians made a simple wig out of black paper cut in strips with a colored

cardboard band around them. The Spanish sailors thought that the large Spanish flag which they had made for Cabrillo to carry would be significant enough for them.

The talking map had as a costume a large relief map which the class had made on beaver board. On his head he wore a direction indicator with a California grizzly bear in the center.

Several of the speakers made or borrowed costumes from classmates who had worn them during the Fair Fiesta. The children in the last scene wore old shirts, jeans, and one youngster even borrowed a pair of hip boots.

## Characters

Beverly  
Mother  
Father  
Amo—Indian mother  
Heema—Indian girl  
Docas—Indian boy  
Alachu—Indian father  
Cabrillo  
Three Spanish sailors  
Anza  
Portola  
Indian boy from Mission  
Two Spanish people  
Trapper  
Boston trader  
Sutter  
Russian  
Fremont  
A member of the Bidwell party  
A member of the Donner party

## Scene 1

*Beverly is seated at the side of the stage in front of the stage curtain studying a large book whose cover has written on it in large letters "California History." Father and Mother enter.*

Father—Beverly are you doing your work?

Beverly (disgustedly)—Yes, Father.

Mother—Beverly, don't talk like that. Wouldn't you be ashamed if you didn't get promoted?

Beverly—Yes, but I'm tired of studying about California. We've been studying it in school and tomorrow we're going to have

a test. California! California! I certainly am sick of it all.

Father—Imagine talking like that! Now you get in and study while Mother and I go for a walk. Be sure to be finished before we return. (Father and Mother leave. Beverly studies book. She mutters to herself, "James Marshall discovered gold," nods and finally goes to sleep. Map of California enters.)

Map (indignantly)—How dare you talk like that about me! If you only knew how interesting I really am!

Beverly—Who are you?

Map—I am California. If you only knew a little bit about me you couldn't possibly be bored. I am going to let you meet just a few of the interesting people who came to California. The first people who lived in California were the Indians. They were peace-loving, except for a few tribes. The first white man to come to California was Cabrillo. He landed at San Diego Bay. (He points to San Diego Bay.)

*Curtain parts showing Amo and Heema grinding acorns in front of grass hut. Docas is jumping around trying to catch grasshoppers.*

Docas—Mother, I am going to catch some nice large grasshoppers that I saw yesterday.

Ama—If you wish.

Docas—Oh, there's a nice large one. (Jumps at it.)

Ama—Father has gone hunting for a deer. If he brings home a large one I can make you a skirt, Heema.

Heema—I hope that it will be a great big deer.

Docas—There comes Father now. (Father enters with deer over shoulder. The other Indians crowd around him excitedly.)

Heema—Oh, what a nice deer! It will make a good skirt for one of the children.

Docas—How did you catch it, Father?

Alachu—I got a deer-head that I saved from the last hunt. It had antlers on it. I wore the head and the deer thought that I was another deer. Then I sneaked up real close to the deer and shot one with my bow and arrow.

Docas—Would you teach me how to hunt, Father?

Alachu—Yes, but first you must learn to shoot real straight and how to move quietly in the woods so that no one will hear you.

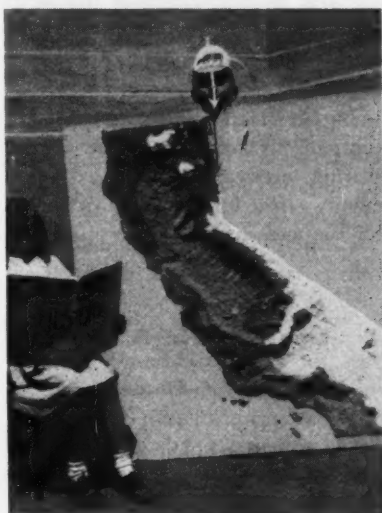
Ama (to children, giving Heema a basket)—Now children, while Father and I prepare the deer will you go up to that big oak tree and gather some acorns so that we can grind them? (Children start off with basket. Father and mother bend over deer to prepare it.)

Ama—This deer looks nice and fat.

Docas (pointing to oak tree)—Look at the big acorn up there!

Heema (pointing to horizon in sur-





Here is Beverly with her book on California history and the "Talking" Relief Map of California.

prise) — Let's go and tell mother and father.

Heema and Docas (running to father and mother) — Mother, Father, come quickly! See the big bird. (Father and mother go to edge of stage. Shade eyes and look off in the distance.)

Heema — Oh, look, the bird is coming nearer and nearer.

Docas — Look at the little things getting off of it. They look like ants.

Alachu — Oh, they seem to be men, but they have white skin. Look at the black hair they have on their chins.

Heema — They're coming closer and closer. I'm scared! Let's hide.

Alachu — Let's hide behind the hut. (Indians run off.)

Cabrillo enters carrying flag of Spain and accompanied by three Spanish sailors. He plants flag.

Cabrillo (speaking impressively) — I claim this port and all the land about it, in the name of Don Felipe III of Spain. (Pause.) My, it's good to get off that boat again! (All stretch.)

First Sailor — It feels fine to get my feet on ground again.

Third Sailor — I still feel as though I'm rocking in that boat.

Second Sailor — Yes, it is good to walk around again. I thought I saw some Indians around here.

Third Sailor — Look at the mortar and pestle and basket of acorns. They must have been grinding acorns.

First Sailor — Oh, there is a deer! They have been hunting, too.

Cabrillo — Isn't that some-one moving behind the rock there? (Sailors beckon to Indians. Indians enter reluctantly.)

Cabrillo (to men) — Say, did you bring those beads with you?

First Sailor (pulling some beads from pocket) — Yes, here they are.

Cabrillo — Let's see if we can't try to get the deer in exchange for the beads.

Second Sailor — This fresh meat would be good for the sailors on the boat. (First sailor holds up beads and points to deer trying to show by sign language that they want deer. He is not successful. Another sailor tries. Indians grunt approval and take beads. Sailor throws deer over back.)

Cabrillo — Let's try to get some water, too. Maybe there is a spring or brook around here. The men on the boat would enjoy some nice cool, fresh water. (Men try to show by drinking motions and point to hills what they want. Indians point off stage and lead off. Sailors follow.)

Third Sailor — The Indians say that the water is over there.

First Sailor — Let's follow them; they are going to lead us to a stream.

Cabrillo — The men on the boat will certainly be glad to see us coming with this deer and the fresh water.

Third Sailor — Umm! That deer steak is going to taste good!

#### Curtain Goes Down

Beverly — That was very interesting. I will never forget that Cabrillo was the first white man to come to California.

Map — Oh, he wasn't the only interesting and courageous explorer who came to me. Portola and Anza were great explorers, too. (Portola and Anza enter and tell of their explorations.)

Beverly — They were certainly brave men.

Map — Along with Portola came Father Serra. This is an Indian who lived at his favorite mission, San Carlos at Carmel. (Points to map. Indian enters and tells about the missions and life at the mission.)

Beverly — I didn't realize that there were 21 missions in California.

Map — Oh, here come Senor and Senora Robles. They used to live on a big rancho on me during California's Horse Age. (Spanish man and woman enter. Tell about life on the ranchos.)

Beverly — The Spanish people had a happy and carefree time.

Map — Yes, they did have, but many of the pioneers who came didn't have. I think I hear them singing one of the old songs that they used to sing as they came to California. (Children off stage sing "Oh, Susanna." Here they come now. Here are the trapper, Boston trader, Sutter, a Russian, Fremont; Mrs. Kelsey of the Bidwell party; Montgomery, a member of the Donner party. Each enters as named and in turn gives a speech telling of his experiences. All leave.)

Beverly (after the speeches) — They certainly had hard struggles. (Sadly.)

Map — The thing that changed me more than anything else was the discovering of gold by James Marshall when he was work-

ing for Sutter. (The scene changes to a rough lumber-camp in the Sierras.)

Curtain parts—Play from "In Old California," by Eva Kirk Fox, is given. Curtain closes.

Beverly — I'll never, never forget how gold was discovered.

Map — After the gold rush great crowds of people came to me. Many exciting and interesting things have happened to me since then; and are happening now, so I'd better be going. Besides you can read the rest for yourself.

Beverly — Yes, I'm anxious to read more about you. (Map leaves.) Good-bye, thank you for showing me all of these interesting things.

Map — Good-bye, I enjoyed my visit very much. (Exit map. Beverly goes to sleep. Mother and father enter.)

Father (severely) — Beverly, you have been asleep. You are still studying on page 7.

Beverly — Oh, no, Father! I have met California himself. He showed me how gold was discovered and let me meet many of the other people who came to California.

Mother — Beverly, you must have been dreaming! They couldn't come to life.

Beverly — Well, maybe I was dreaming, but anyway they were very interesting. May we go to visit Mission Dolores or Sutter's Fort or Fort Ross or the Mother Lode Country this summer?

Mother — Yes, vacation is only a week away. Perhaps we can go.

Father — Yes, I will take you in our car this summer. But enough of that talking now, let's go to bed. (Go off stage saying goodnight to each other.)

Mother — I am glad that you have found how fascinating California really is.

\* \* \*

#### Ten Communities

SCOTT, Foresman and Company have issued a remarkable social studies text for elementary schools entitled *Ten Communities*, by Paul Hannah, James Quillen and Gladys Potter, all of California.

This new-type text represents the total approach to the social studies as opposed to the traditional departmental approach. The organization of the book fosters an organic view of American life.

Emphasis is placed on the development by each group of children independently selected activities which deal with their own communities. It is good literature as well as good elementary social science.

It represents a high peak in the new selections, organizations and orientations of subject-matter. Its effective illustrations, good maps, print and general make-up causes the book to be a work of art in its field; 512 pages, price \$1.16.

## RECREATION IN 1941

### A FOURTEEN-POINT PROGRAM FOR THE NEW YEAR

*George W. Braden, Western Representative,\* National Recreation Association*

**R**ECREATION will be increasingly realigned so as to be geared into our American way of living as it is reflected in sound democratic procedure.

2. Youth itself will be given increased responsibility in interpreting the recreation needs of youth in planning for expanded recreational programs.

3. Greater attention will be given to nature recreation at community recreation centers and in contacting nature at acceptable nature bases wherever they are located, within or without the city. Nature programs will cover plant life, life of the waters, birds, insects, animals, geology and astronomy.

4. There will be a right expansion of programs related to scientific tinkering, experimentation hobbies. Individuals and groups will be drawn more and more into chemical, electrical, aeronautical, radiological, mechanical and astronomical activities.

5. Increasing numbers of persons of all ages will be drawn into arts and crafts groups and individual participation in satisfying, creative activities with ever increasing emphasis on production of articles which have practical as well as artistic value. One department has now employed a full-time director for practical arts.

6. Increasingly cities will develop special adult recreation centers offering both indoor and outdoor facilities for shuffleboard, roque, croquet, horseshoe pitching, giant checkerboards, paddle-tennis, badminton, bowling, and table games—checkers, cards, chess, dominoes and table tennis.

7. There will be a rapid development of special features and services for cyclers, developments to include cycle ways in larger parks and boulevards, special centers for bicycle racing, and periodical restriction of cer-

tain streets for protecting cycling, this being done with the full cooperation of Departments of Public Safety. Bicycle safety-corps will be developed in connection with this special program expansion.

8. In the field of community drama an increased attention will be given to the development of major and minor festivals, pageants, processions, dramatization of special episodes and events in the observance of the great holidays, and the increased relating of drama to music, dancing and costume design.

9. More recreation centers will be developing Junior Museums, special arts and crafts rooms, and special rooms which will be designed and equipped by the children themselves, the latter giving a sense of ownership and responsibility.

10. Bases for in-town camping will be made increasingly naturalistic and primitive in their character. Here there will be a greater use of Indian tepees, pioneer huts, the ranch type of lean-to open on one side, and rustic shelters. Here again the children and young people should be involved as largely as possible in construction.

11. Hard-surfaced, night-lighted, multiple-use areas will be increasingly developed in providing for tennis, paddle-tennis, volleyball, basketball, badminton, roller-skating and community dancing. There has been considerable expansion in this direction during the past year. Multiple-use spray basins will gradually take the place of unsanitary wading pools.

12. National Defense demands that we give greater attention to mass athletics and the combatives. Special activities will involve mass relays, jumping, hurdling, wall-scaling, boxing, wrestling, resistive exercises, mass throwing, and company soccer, cageball and similar games.

13. There will be more adequate emphasis on activities involving fami-

lies and neighborhoods as this is in turn related to community morale as a very important phase of national defense.

14. Recreation departments will continue to accept responsibility in sharing necessary coordinated community effort for recreation extension for the men in uniform.

\* \* \*

### Dean Edwin A. Lee

*Roy W. Cloud*

**D**R. EDWIN A. LEE, who recently assumed his duties as Dean of the School of Education, University of California, Los Angeles, has had a notable career as an educator.

On graduating from Chico State Normal School he accepted a position as manual training and music teacher at San Rafael. Leaving that position, he enrolled at Columbia University for advanced work and after securing the degree of Ph.D., became a professor in the School of Education at Berkeley, in charge of vocational education.

In 1933 he became city superintendent of schools of San Francisco. After 2½ years here he resigned to become the director of National Occupational Conference and made many studies of occupational conditions in the United States. In 1938 he became Professor of Vocational Education at Teachers College, Columbia University, which position he held for two years, resigning to return to California.

The Regents of University of California made an excellent selection for the Dean-ship of the School of Education at Los Angeles. Dr. Lee brings to his position a fund of information and ability to administer educational work which mark him as an outstanding schoolman of the West. California is fortunate in having Dr. Lee again as one of its citizens.

\* \* \*

"Education Is My Commodity," said W. D. MacQuarrie in the December 1940 NEA Journal. Mr. MacQuarrie, machine shop instructor, Washington Junior High School, Pasadena, believes that teachers can make classwork more meaningful to students by using some of the attention-getting techniques of advertisers—color, variety, propinquity, and the like. He describes the way he has used color to make his erstwhile drab machine-shop into an attractive, more convenient, and safer place for students.

The December Journal also had a page of recent verse for children, selected by Miriam Blanton Huber of Altadena.

\* 209 Ledyard Building, Pasadena.

# DO WE HAVE GOOD TENURE?

A. J. Rathbone and Jack D. Rees\*

**T**HE teacher-tenure situation in California has been the subject of serious study and thought during the past year on the part of laymen and educators, including California Teachers Association, California School Trustees Association, and California League of Women Voters.

These groups and individuals, seeking to answer the question, "Do we have good tenure for good teachers?", have been handicapped by the lack of exact factual data on the operation of tenure legislation in the school districts of California.

To provide these needed data was the purpose of a comprehensive survey recently completed by California Teachers Association Tenure Committee. Reports were received from 2,223 districts with 41,104 certificated employees and an aggregate daily attendance of 979,966. Of the certificated employees of the State, 89% are included in the returns, and 92% of the total A. D. A.

The study reveals many interesting facts. Some of the more pertinent are as follows:

1. Of the 41,104 certified employees reported, 68.92 %, or 28,330, have permanent classification.

2. In 124 districts over 850 A. D. A., 82.29 % of the certified employees are permanent; in 530 districts between 100 and 850 A. D. A., 25.14 % are permanent; while in districts under 100 A. D. A., only 20.11 % have permanent classification.

3. Out of 124 districts over 850 A. D. A. reporting, 21, or 16.95 % have a policy of no longer granting tenure, and 14 report their policy as doubtful. In the 21 districts no longer granting tenure are 28,475 A. D. A. and 1,134 certified employees, of whom 437 were previously classified as permanent.

These districts not granting tenure have 697 probationary employees who are dismissed at the end of three years of service. That means that 1/3, or 232 of them, are "tramp" teachers each year.

4. Eighty-five, or 71.77 %, of the districts over 850 have a policy of granting tenure, and in these districts are 29,388 certified employees and an aggregate A. D. A. of 717,965.

5. Only 34, or 6.42 %, of the 530 reporting districts between 100 and 850 A. D. A. make it a policy to grant optional tenure. There are 496 districts of this size with an A. D. A. of 152,610 and 7,528 certified employees which do not grant optional tenure.

6. Out of 1,569 districts under 100 A. D. A. reporting, only 7, or .45 %, grant tenure.

Of these districts not granting tenure, 1,562 have an A. D. A. of 41,364 and 2,460 certified employees.

7. Districts reporting which make it a policy of granting tenure total 130 out of 2,223, or 5.85 %.

8. In districts not granting tenure, there are 222,449 A. D. A. and 11,122 certified employees.

9. Since 1935, 69 permanent employees have been dismissed in the districts reporting. Eighteen of these dismissals resulted in court action. In ten of these cases, the charges were sustained; in eight the teacher was reinstated. A board of referees was appointed in one case.

10. Out of 28,330 permanent employees in the districts covered, administrators reported that 738 were "unsatisfactory" and would be dismissed were it not for the difficulties of removal. Of these, 28 % would be dismissed for "incompetency," 14 % for "evident unfitness for service," and 11 % for physical or mental condition, etc."

11. Of the 738 "unsatisfactory" employees, 51 % were "blanketed in" to permanent classification under the 1921 and 1927 laws.

## Conclusions:

1. The laws are not operating on a broad enough base. There are no tenure benefits for 94 % of the districts, 22.70 % of the A. D. A., and 27.06 % of the certified employees reported.

2. Dismissals are too difficult—738 "unsatisfactory" employees protected, and only 69 dismissed in 5 years.

3. The laws are protecting 27,592 good teachers who are rendering satisfactory service to 730,758 children.

We have good tenure for good teachers, but we also have good teachers who are *not* protected and "unsatisfactory" teachers who *are* protected.

The February issue will carry the third article of this series, entitled "Good Tenure Needed."

\* \* \*

## Two Schoolmen Advance

Roy W. Cloud

**T**WO wellknown California schoolmen recently advanced to important administrative positions are John L. Compton, city superintendent, Bakersfield, Kern County, and Bruce Miller, superintendent, Ontario School District, San Bernardino County.

JOHN L. COMPTON, born on a Nebraska farm and pupil in one of the once-famous "little red school-houses," graduated, 1920, from Nebraska Central Academy; coming to California, he received A.B. degree, 1924, Whittier College, and M.A. degree, 1929, University of Southern California, Los Angeles.

He taught in Maricopa High School, 1925-28, then became supervisor, physical education and attendance, Bakersfield; principal, Hawthorne School there, 1929-32; principal, Washington School, 1933-36; principal, Emerson School, 1936-40. Last July he became superintendent for Bakersfield Elementary School District succeeding Lawrence E. Chenoweth.

Mr. Compton has made a notable record in educational administration and gives every promise of many successful years to come.

BRUCE MILLER won success as a student in North Denver High School and Lafayette College, then served in successive principalships at Heber Elementary, 1930-34; Ramona Union Elementary, 1934-36; Bradford Avenue, Placentia, 1936-38; and Vina F. Danks Junior High, Ontario, 1938-40.

He is a member of CTA State Council of Education, San Bernardino County Board of Education, Boards of Directors of YMCA and Rotary; member PDK and Chi Phi. He recently authored a helpful book *Free and Inexpensive Teaching Aids*.

His host of friends throughout California are confident of his success as superintendent at Ontario.

\*Mr. Rathbone, chairman of CTA State Committee on Teacher Tenure, is principal of Washington Union High School, Centerville, Alameda County; Mr. Rees is a teacher there.



## SECONDARY CURRICULUM

A STATEMENT OF TRENDS AND PRINCIPLES OF CURRICULUM DEVELOPMENT IN THE MODERN SECONDARY SCHOOL, INCLUDING SUGGESTIONS DESIGNED TO ASSIST LOCAL WORKING COMMITTEES

Joseph Burton Vasche', Oakdale

*"Every high school teacher should be definitely concerned with and actively working upon, a program of sound curriculum development."*

**T**HE curriculum stands as the most significant phase of the modern secondary school, in that it represents the offerings, all of the courses and all of the activities, which the school provides for its students.

Education aims toward fitting the individual for wholesome participation in American life, and accordingly it is necessary to present a diversified program, one which will lead to the acquisition of the learnings which are significant parts of the integrated personality.

Certainly, every high school is seriously interested in providing those opportunities which will contribute most to the students, and curricular progress has been marked within recent years. However, outside of the few large metropolitan districts, where formal curriculum construction projects have been followed, heavy teaching-loads and inadequate financing have hindered the re-construction process, with the result that the typical high school has made some advances, but purely upon a "hit-or-miss" fashion.

Every high school, regardless of size or resources, can follow certain functional procedures, and with determination and cooperation extending over a long period of time, can realize maximum curricular gains. This article shall present basic suggestions, all of which have been tested and proved in practical school situations, as a basis upon which the curriculum development program at the secondary level might be guided.

### Scope of the Curriculum

*Curriculum may be broadly and for practical purposes defined as the sum total of all the experiences*

*which are provided the student by and in relationship with his school.*

An inclusive definition is essential, because learning does come as a result of many acts and these are provided through integration of experiences gained from all of the activities — the usual organized courses, the diversified student activities (art, music, sports, government, etc.), the individual work-projects, the supervised excursions, the conference and committee meetings with other students and faculty members, etc., etc.

### Basic Principles

Certain guiding principles lie basic to any serious consideration of curriculum development. They include:

1. The secondary school is now serving a more heterogeneous group of students than ever before. Lessened vocational opportunities for teen-age boys and girls has placed the care of youth upon the high school, with the result that all types of interests and abilities are now represented.
2. The high school, accordingly, is challenged to develop curriculum which will meet the varying needs of the group it is serving. This does, without question, necessitate a multi-focused program of offerings, with sufficient elasticity to make for maximum individual student adjustment.
3. These needs of the student group must be ascertained scientifically. All bases for determining needs must be utilized, with much of the responsibility placed upon a sound, constant, interpreted testing program. The survey technic occupies an important place in the determination of facts and trends.
4. Best results will come only as the development process is guided, progressively and conservatively, toward ultimate satisfactory reconstruction. Several years of constant endeavor will place curriculum development on a functional basis in most schools. Curriculum development is a constant process, which, in reality, must never cease.
5. Tradition and fancies must be discarded in all phases of curriculum construction.

tion. Existing and subsequent needs of the student population should be the basic criteria for development, with those experiences not of definite life worth replaced by, or revised into, those which will be of real value.

6. A common staff understanding of the purposes and the ultimate goals of the curriculum program must be maintained. Determination of the philosophy and the broad aims of the curriculum will come after intensive group study-discussion, aided by analysis of facts pertaining to the school, its population, and the trends of its graduates.

7. Curriculum construction is a cooperative process, with leadership and initiative provided by the steering committee, but to which all staff members, the student group, the home, and other outside agencies all contribute definite shares. Responsibilities of all agencies should be determined by the leadership as an initial step in the program, and each division should be encouraged to contribute its full assistance to the work.

8. There must be administrative support if the curriculum construction program is to be successful. Responsibility lies directly upon the school's chief executive officer, who not only must provide leadership for the major committee, but must also establish necessary working relationships with the board of trustees, the student group, and the community at large.

9. Adequate finance and time must be provided by the administrative group if committee work is to realize maximum results. Budgetary provisions should be allowed the committee, with the added release of key committee members from teaching duties to permit developmental activities on regular school time.

10. Evaluation with the aid of authorities is a necessary part of curriculum building. A specialist should be employed as a consultant, and his emphasis should be focused first upon supervising activities and finally upon evaluating their progress.

### Curriculum Committee

**T**HE first step in approaching the curriculum problem is that of setting up the organization which is to be responsible for development. The best practice seems to be to appoint a five or seven member "curriculum committee," with the chairman chosen from the faculty group as the one best fitted upon the bases of experience, training, and interest, and the remaining members well-selected to represent the various departments of the school.

This curriculum committee, under



qualified leadership and comprising an equal membership balance between so-called "academic" and "non-academic" teachers, should at the time of appointment be given full administrative support. The committee may then formulate its policies and the tentative program of action and submit them to the principal for discussion and modification.

When the plans have been made acceptable the principal should arrange for the chairman to outline the program before the board of trustees for their consideration and information. A subsequent vote of approval by the school board will give committee members encouragement to proceed with the program.

In-service growth activities comprise a large part of the committee's early work, in that every faculty member must possess broad understandings of curriculum philosophy, objectives, and trends before any participation can result. Many approaches are possible in this respect.

A library of all outstanding curricular publications should be maintained for general faculty use, with assistance provided through issuance of frequent mimeographed bibliography lists and recommendations for newer books as they appear. Faculty study groups, organized along seminar lines with various members presenting carefully-prepared evaluation reports of most pertinent volumes, is to be highly recommended as a fine method of orienting the staff to the curriculum field.

Then, of course, faculty participation in college seminars, in summer curriculum workshops and conferences, in meetings of regional subject-matter groups, in educational conventions, and in authority-directed research study projects, are all additional means by which functional understandings basic to curriculum may be obtained.

Curriculum has but one charge, to meet the needs of the student. What these needs are, or are to be, remains the problem confronting the worker. The answer cannot be exact, but survey of certain factors plus study of authoritative opinion, can give some grounds upon which teachings might be based.

Aims of the school program, number and variety of course offerings, their objectives, contents, and methods of presentation, the various student activities, the form of school organization—these and every other factor depend upon analyses of trends before they can be determined.

Curriculum committee, as a preliminary step, must make several surveys aimed to discover trends, needs, and opportunities of the student group.

### Survey Technics

**T**HE school must have an exact picture of the community life for which students are being prepared. A detailed community survey, developed under leadership of the curriculum committee, and with the cooperation of the entire faculty and student group, local, social, civic, and religious organizations, and business and industrial firms, will provide facts upon the population, industry, wealth, and trends of the district.

A series of brief questionnaires will make possible the acquisition of complete data on topics with definite educational implications, such as: the number of high school graduates given local employment each year; specific training recommendations to make graduates better prepared for the jobs they are to fill; reasons why high school graduates are not employed by various businesses; tenure of employment; wages and hours of work; range of duties; etc.

A second essential need is for a definite picture of the after-high-school trends of the student group. An example of a study of this type is the one developed during the 1939-40 school year by Carl K. Boswell of Oakdale Union High School, surveying the activities and suggestions of all graduates of that school for the previous 5 years. A series of personal letters and questionnaire forms, financed by the school board, received better than a 70% response, with resulting sound implications for future school development revealed by summary of such problems as:

How many jobs does the graduate have during his first year, second year, etc., and how many times does he change during the first five years?

What proportion of the time is he unemployed? What kind of jobs have been easiest to obtain? What do the jobs pay?

How many of the jobs demand high school graduation?

How many of the graduates go on to college? What courses do they take?

How many are unable to make a living?

How many are on relief?

What chance does a graduate stand of obtaining employment?

What kind will it probably be?

Have the graduates vocational choices changed since leaving high school?

Etc.

The well-prepared questionnaire stands as one of the best means for obtaining faculty insights, reactions, and suggestions applicable to the curriculum-growth process.

One secondary school faculty committee early each spring issues a well-phrased, neatly-printed curriculum evaluation inventory to every teacher in the school, inviting honest and complete statements in answer to each point. Then, as the sheets are re-

turned, reactions are tabulated, and at a later general faculty curriculum meeting, mimeographed summaries containing all opinions are distributed, studied, and discussed, for the purpose of determining group attitude and staff policy upon the various prevailing issues.

The following key questions comprised the evaluation inventory used by one committee two years ago:

1. What is your reaction to the major curricular groupings? Which, if any, might be eliminated? Should any others be added?

2. What specific subject requirements would you like to see eliminated from any one grouping?

3. What specific subject requirements would you like to see added to any grouping?

4. Are there any courses in our school which you believe could be dropped from next year's program of studies?

5. Are there any courses which you believe our school needs and does not offer at the present time?

6. Should any of the present student activities be incorporated into regular courses?

7. Can you suggest any changes in the home-room program as it now exists?

8. Can you suggest any changes in the club program as it now exists?

9. Are there any significant educational experiences not now provided which should be added to the school's program, either as units of existing courses, as new courses, or as student activities?

### Inventory Questions

The same committee found the following inventory questions valuable in carrying on its work last school year:

1. What specific curricular modifications do you recommend for your department for next year?

2. Do you have any suggestions as to content, its grade placement, or methods for use in our core courses?

3. Summarize what you consider to be the important curricular developments to which you contributed this present school year. List all new courses, new units of existing courses, new teaching procedures, etc.

4. Which sources (professional books, magazine articles, summer-study courses, contacts with teachers in other schools, observations, etc.) have been most helpful in providing you with background information for curriculum development?

5. How extensively do you dwell upon vocational opportunities in the fields which your courses cover? Do you make any direct effort to keep students informed upon trends of employment, requirements for qualifying, and life-work possibilities in these fields?

6. What additional concrete suggestions can you give for improving the curriculum of our school?

In this same program, smaller committees work upon different construction problems,

reporting back to the curriculum committee, which finally submits to the administration its recommended course and activity program for the next school year.

### Developmental Procedures

**I**N-SERVICE study and acquisition of basic facts through completion of foundation surveys leads into the definite program for curriculum reconstruction. Procedures to be followed by the committee may be divided into two groups—the *analytical* and the *developmental*.

The *analytical* process requires careful, complete cooperation of all staff members, and includes the following steps:

1. Preliminary to any evaluation must be a definite statement of aims and contents of all existing courses offered by the school. To this end, every instructor should organize a detailed summary for each course taught, covering the following items: objectives, units of instruction, titles of units and time-allotments, methods of treatment, text and reference materials.

These summary sheets should be submitted to the curriculum chairman, typed in multiple copy, bound in permanent working folders, for reference use by the various committees.

2. Each instructor should submit an accompanying note, listing strong and weak points for existing courses, such statements based upon his own classroom evaluations.

3. The curriculum committee must analyze the entire existing curriculum, and in this endeavor must rely upon several distinct procedures:

Subjectively, the committee has available:

- a. the personal opinions of the classroom teachers;
- b. impersonal reactions of students in the different classes may be obtained through use of a well-prepared, tactfully-administered questionnaire, with results carefully tabulated and interpreted;
- c. constructive suggestions from former students of the school may be obtained as one step in the basic survey of graduates; and
- d. the recognized needs of industrial and college life are obtainable through survey correspondence.

Objectively, a broad testing program will provide the school with the soundest basis for recognizing student needs. Tests of academic aptitude, of achievement, of individual abilities, and of personal qualities, administered and readministered and interpreted scientifically, will reveal certain essential information significant for the curriculum development process. This objective approach is an absolute need if the program is to be completed satisfactorily.

4. The entire analytical process should be summarized by a formal, complete statement of need, prepared by the curriculum committee, and including its recommendations for subsequent developmental action.

The *developmental* process is that of actual curriculum construction, and includes the following steps, each one of which will require long detailed study and discussion, first by members of the committee in initial formulation, and then by the entire faculty in open meeting.

1. A statement of the philosophy underlying the local school organization, understood and accepted by the majority of the faculty, must be presented as the initial step in formal construction activity.

2. Basic aims and objectives, for the school's entire program, for the general study fields, and for the individual subjects, must follow, develop in full accord with the underlying philosophy.

3. General areas of curriculum—commonly-understood subject-matter fields, courses, and the various activities—must be set up, in keeping with the aims and objectives, so that the individual pupil, progressing through the four high school years, is provided with experiences of the highest functional type.

### Specific Course Units

4. Development of specific course units requires cooperative endeavor of every staff and every student member. The individual unit is that means by which the student is provided with vital learning experiences—the purpose of the school—and it is, in reality, the most important part of the developmental process. Efficient teaching, and efficient learning, comes from well-organized, well-directed, clearly-understood units of instruction, and it is essential that every part of every unit be clearly and definitely presented.

The course unit, developed in agreement with the total philosophy, the aims and objectives, and the areas of the curriculum, comprises the following items:

- a. outcomes, stated in terms of growth of the individual;
- b. experiences to be offered, including content and activities;
- c. methods of treatment;
- d. printed aids;
- e. supplementary activities; and
- f. testing for achievement.

5. Tryout of learning units cannot be evaluated too carefully. Control groups might well be set up for initial experiment with newly-developed units, and results of testing and observation procedures scrutinized to determine effectiveness of the learning process. Frequent weaknesses will appear, and many revisions in content and approaches will be necessary before satisfactory teaching units will be possible. A functional curriculum is always in a process of

growth, and the steering committee will never complete its work.

6. Experience with new units will point out the need for continuing, never-ending modification. The curriculum committee must be a permanent one, pursuing its directional work, course by course and unit by unit, with the assistance of individual course and individual unit sub-committees. The ground for school-wide revision program may be laid in one year, but all existing factors deem it most advisable for the actual reevaluation and reconstruction process to extend over several school years. Minute, slow change will bring the only certain, lasting results.

7. Authoritative assistance should be sought by every curriculum group. The various California colleges and universities, and the State Department of Education, stand ready to offer advice and help to local high schools in their revision programs. The steering committee might enroll as a unit in a Saturday-morning curriculum seminar at a reasonably-close college or university, with the attendance cost paid by the school board. Or, if that is not practicable, the board might hire a recognized specialist to spend one or two days a month at the school, supervising the program. An alternate suggestion is that the work be launched under the guidance of an authority, the local committee to report periodically for advice and assistance, and then, for the committee leaders to spend the summer working under his personal supervision.

Your board of trustees, if approached fairly and with the facts, will be willing to render necessary financial assistance to make such a program a reality. A definite, preliminary outline of "A Suggested Long-Term Curriculum Revision Program for Our High School" will give the board members a good conception of the work, and any specialist in the field will gladly assist, without charge, in its preparation.

### Present Curricular Needs

**T**HERE are several distinct curricular needs, and the following summary presents basic experiences which must be provided in the interests of general student welfare. These needs are for sound learning experiences in:

1. *Consumer Education:* Growing complexity of commercial advertising has thrust the responsibility for training intelligent buyers directly upon the schools. High schools should meet this issue by developing creditable courses in consumer education, and by placing units upon consumer problems in science, social studies, and commercial courses.

2. *Physical and Mental Health:* Increased evidences of physical, and especially

mental, maladjustments within the American population prove the necessity for more functional health experiences upon the high school level. Physical Education should be treated more as a science of living, with consideration made of both individual and public-health aspects, while mental health, including such considerations as personality development, the art of getting along with people, and problems of individual analysis and adjustment, should be made an important part of advanced social studies courses.

3. *Conservation*: Industrialization of the nation has led to many problems related to the conservation of life, of resources, and of institutions, and the school is the only agency capable of providing training toward their solution. Experiences must be added in such vital topics as safety education and first aid, driver training, fire prevention, preservation of natural life and mineral resources, and the work of major social-civic welfare organizations.

4. *Avocational Activities*: Reduced working hours have brought the problem of increased leisure, and the school must train for intelligent consumption of this free-time. The high school should focus more attention upon wholesome hobby interests, and every department through added classroom and club activities, should encourage more widespread participation upon the part of every individual student.

5. *Family Relationships and Sex Education*: Long recognized as one of the vital needs of youth, this area, because it is probably the hardest of all to present, has been the most neglected by the majority of high schools. A more diversified program of co-educational activities, enabling boys and girls to work with and for each other under good supervision, must be offered, while at the same time well-organized, well-taught, carefully-evaluated courses must be developed within the realm of personal problems. Significant experiences provided in homemaking courses should be broadened and made available to all boys and all girls.

6. *Personal Finance*: Youth is nearing entrance into a highly-complicated economic society, and if he is to participate effectively and happily, he must be provided definite educational training along lines of personal finance. Grounds should be laid in introductory courses in general mathematics and business training, with a comprehensive final unit in the 12th grade social studies course, covering such essentials as budgeting, savings, insurance, investments, installment buying, and building for retirement.

7. *Human Relationships*: Existing world-trends have multiplied the significance of the great virtues of Truth and Tolerance,

## Essential for Success

Leonard L. Bowman, Santa Barbara; State Director for California,  
National Education Association

**A** DISTRICT superintendent in California writes: "I wish to state we have 100% NEA membership in our school and have had for from 14 to 15 years."

Professional pride is essential to professional success. Membership in professional organizations is a sure indication of professional pride.

Those engaged in teacher placement work point out that school administrators are placing increasing importance upon membership in professional organizations in their considerations of candidates for teaching positions.

It is a high compliment to the professional leadership of a superintendent, a principal, or the head of a department of education in a teacher training institution to have his faculty enrolled 100% in California Teachers Association and the National Education Association.

There were 384 schools in California with 100% membership in NEA for 1939-40. The 17 honor cities in California last year with 100% membership were: Alameda, Compton, Coronado, Davis, Dinuba, El Monte, El Segundo, Hermosa Beach, Laguna Beach, Monterey, National City, Needles, Oakdale, Palos Verdes Estates, Piedmont, Redlands, and Turlock.

and American schools must lead toward these great understandings.

The ability to analyze propaganda, and to reach the true facts can come only after patient, exact teaching, especially through science and social studies courses; simultaneously, every effort must be expanded, throughout every branch of the school, to bring youth into a full appreciation of, and sympathy for, fellowmen, irrespective of race, or nation, or creed, or political domination.

8. *Civic Participation*: The American Way of Life is entrusted to the coming generation for perpetuation, and the student population must be trained and exercised, as individuals and as members of a coordinated unit, for this responsibility. Social studies classes should continue to present the facts of government and world relationships, but every student must take an active part in their application in the broad program of student government, which rightfully should reach into, and function effectively within, every classroom of the school.

9. *Functional Guidance*: As American life, and the school itself has become more complicated, the need for direct, working guidance at the secondary-school level, has become essential.

There must be provided a strong central guidance organization, with every teacher and every unit of every class participating toward the final adjustment of the individual student within both present and future school and subsequent life areas, and including a vast number of diversified activities, each one of which is characterized by a definite personal touch.

10. *Communicative Arts*: Language activities have evolved, hand in hand, with the other great changes in social and economic life, and the need today is for every youth

to acquire, through the schools, vital, significant mastery of all basic communicative abilities.

This requires a complete restatement of the philosophy and the objectives of the familiar English offerings, with a functional redevelopment of reading, writing, speech, radio, and visual expression opportunities within the curriculum.

**T**HE secondary school curriculum presents a sustaining challenge, and you and your fellow faculty members can meet it by concentrating at least part of your attentions toward sound redevelopment.

You will be surprised at what results your own planned program will realize, and you will be encouraged to broaden all efforts in its direction.

\* \* \*

## English Mastery

**G**INN AND COMPANY has issued the Robinson-Bolge-Hogan-Robinson series of four workbooks for junior and senior high school, *Units for English Mastery*, offering a wealth of varied and original drill materials based on large, carefully-selected pictures and organized around specific areas. The authors are all of Trenton, New Jersey.

Titles of the four books are *Sentence Sense*, *Parts of Speech*, *Correct Use of Verbs*, *Capitalization and Punctuation*. These units are outgrowths of wide classroom experience and have been tried out experimentally for several years with marked success. Price, 32 cents each.



# PLAY AND CHARACTER

## RECREATION AND ITS BEARING UPON CHARACTER EDUCATION\*

*Arthur Armat Scott, Teacher of Spanish, Woodrow Wilson Senior High School, Long Beach*

**W**E have been a little too optimistic concerning the certainty of the quality and of the quantity of the contributions made by the organizations that have posed as character-builders.

Those of us who have spent much time and energy in Sunday-school work, have considerable of a glow when we read statistics that would seem to show that those young people who persist in their attendance do not get into trouble while they are regular in that habit. It would almost seem that we are purchasing a pretty cheap insurance against a lapse into ways criminal, when we encourage our children to form the Sunday-school habit. But simultaneously with this conclusion comes the news of a Sunday-school boy who has killed his uncle and aunt in order that he might obtain a new car! And we begin to question.

Or we are ardent in our praise of the work of the Boy Scouts, the YMCA, or kindred organizations, convinced that there are developed here those traits which can carry our children safely through life situations — and we are about to cite examples we have known, when the evening paper brings information of the boy who, but a few years previously, had won so many awards: he is now in the toils of the law for the forging of checks!

Athletic sports have been held up to us as affording just that specific training needed by our youth in the development of self-control, fair play, honesty, emotional balance, etc. And as I write these words, I call to mind one splendid athlete whose promiscuous associations with women prevented any achievements in after-life; another became entangled in money transactions; a third committed suicide. This list could be prolonged. And so there fixes itself upon us the query as to what ground we are gaining in the complete program, for the results seem to be so meager!

Again, we are reminded of the contention of educators that there is so little of transfer from one situation to another. Indeed, some would insist that there is no transfer whatever — neatness painfully acquired in one situation, for example, will not carry over into other situations. If this be true, what about all these character traits? Must a child be taught honesty as a trait applying to a single game, then honesty in other activities, honesty in work situations, honesty in social contacts? It seems so slow and so uncertain a process!

There appears to be no need to teach people the old rule of conduct: "When in Rome, do as the Romans do." Students of character-education would indicate that the group to which one belongs makes all the difference in the world in his reactions. A child who was perfectly honest in one group was found less honest when in another. A child with well-developed work-habits has been seen to lose them when associated with friends who care nothing for study, and who scoff at the desirability of scholastic records. Home training, Sunday-school training, do not seem to be of sufficient depth to sustain the child when placed with the group whose background would cause its members to be careless in the exercise of these character-traits.

### Much Cause for Optimism

And so my thinking on the general subject of character education would tend to become somewhat pessimistic were it not for the reverse side of the picture: We have all seen the indifferent pupil, when placed in an environment which stimulates him, blossom out into a most satisfactory one. Evidence to the contrary notwithstanding, we have all witnessed the transfer of learning and of desirable habits from one situation to another. And we have observed the fruits of these various character-building agencies over too long a period of years to allow the lapses of the few to overshadow the progress of the many. We should be happy to see increased the number touched by these agencies!

Due credit should be given to the contribution made by recreation in

this respect. We do not for a moment doubt the contributions made by recreation to the many social values — development of friendships, courtesy, initiative, decision, perseverance, aggressiveness, honesty, cooperation. We believe they can, and do, transfer to other realms and activities!

### May I make a few observations?

1. As in every teaching situation, the leader is the determining factor in the set-up. These character traits are developed in proportion to the desire, and effort, of the leader to have them appear as fruits of his labor. They have their origin in the character of the leader.

2. In recreational activities, the response of the child is more spontaneous than in a classroom situation. The opportunity and responsibility of the teacher are correspondingly larger and more fruitful.

### Bad Competition

3. I doubt the quality of character-training through our present wide-spread interschool competition. Without data to sustain my position, I would suspect that the desire to win brings in its train enough objectionable features to nullify to a large degree the advantages gained—if indeed there has not been an actual breaking down of some of the gains of character development. To my mind, a program of intra-mural sports would be more likely to result in character development. Such a plan, of course, would reach a larger proportion of the students than are now reached.

4. The recreational program should be widely expanded so as to include more adults, that they too might enjoy the values that accrue. Is there any value at all, in character development and character retention, in our present adult participation in recreation as mere spectators rather than as players?

**F**INALLY, it is my conviction that character traits are not a veneer clinging to the outside of a man, which any stress might crack or even entirely remove. Their roots are within, the blossoms without — provided only that we cultivate them assiduously, and share them with others!

\* \* \*

Basketball for Girls, by Meissner and Meyers, is one of the Dollar Sports Library issued by A. S. Barnes and Company, 67 West 44th Street, New York City, and deals with the technics, fundamentals and plays of basketball.

\* Report before Social Trends Committee of CTA Southern Section.

# CHILDHOOD CONFERENCES

CALIFORNIA ASSOCIATION FOR CHILDHOOD EDUCATION

*Alice Ross Livsey, Glendale, President*

**M**ANY teachers, from all quarters of California, attended the recent Fresno study-conference of Association for Childhood Education, with earnest interest in the problem of kindling social consciousness in the minds and lives of young children.

Dr. W. Ballentine Henley, Los Angeles, newly-appointed President of College of Osteopathic Physicians and Surgeons, laid the foundation for the ensuing discussions with his address *A Modern Intellectual Cauldron*. His graphic picture of the world today and the responsibility of the teaching profession to preserve spiritual values in the face of this hideous turmoil, keyed all thoughts to means of attaining this end.

With Miss Helen Heffernan heading the Workshops (organized under the leadership of Dr. Henley, Dr. Nila Banton Smith, Mrs. Gladys Potter, Lois Chambers, Dr. Leo Hadsell, Corinne Seeds, Doris Gates, Mrs. Wilhelmina Herbert, Madeleine Sevenans, Dr. Helen Christianson, Mrs. J. A. Bolger and Mrs. Ina Dillon, all authorities of particular problems of child development) there was constructive variety in the approaches by the separate discussion groups. The discussions and conclusions reached by these groups are being compiled for distribution to those attending and to other interested persons.

The leaders, with these ideas in mind, discussed the role of the teacher in bringing about the democratic way of life and helping children to acquire this essential social consciousness. Even little children may become socially sensitive. Security is highly important in the life of the child. Migrant children do not experience this but many children in cities do not either. Our responsibility is to see that some measure of security is given to them. Each individual has the right to develop to his highest capacity and

also to develop in a way which will be best for the entire group. Each has the right to live according to his own concept of the abundant life as far as it is compatible with the rights of others. Individual personality is the heart of a democracy. As soon as we depart from this idea we are forsaking democracy. Even with little children there are democratic procedures which can become well-established. We should provide situations which invite chances for sharing with other children. We must supplement what the family can give by conferences with parents, making each meeting vital, interesting and meaningful.

Personal efficiency is a way of securing Democracy and yet we often jeopardize the child's development by forcing skills upon him for which he is not ready. If reading is delayed and given to him when he can handle it, it will develop security. Reading-readiness will remove this danger of a disintegrated personality. Failure within the scope of correction is not so serious, but when it is of long-standing it may take years to right the wrong. Science can be a vital experience and would be much more effective outside the classroom but red-tape

and liability involved in excursions are often a hindrance.

Personality development through cultural arts is most important as it has a tendency to develop differences. We need the kind of education which preserves differences. Imagination and a sense of humor are characteristic of the American people. Our capacity to laugh has been our saving grace.

Each person contributed his idea of ways to make Democracy vital. "By keeping an open mind to all problems that confront us." "To be honest and sincere in child, parent and community relationships." "To emphasize human values, to think and teach children to think." "Not to develop an over-sensitiveness in children to the state of affairs in the world today but to counteract this by giving them happy, wholesome activities to help them over the strain." "We should demonstrate our belief in Democracy by living it every day." "Remember always to respect the dignity of childhood." "Widen life's horizons through music and the allied arts." "Analyze all that we do in the classroom to see how it measures up to all this discussion." "Develop qualities of character and intelligence that will make each one of his own volition want to do those things that are for the best interests of society."

Mrs. Malbone Graham, an outstanding authority in the field of International Relations, spoke on the methods used in Europe in propagandizing children to the acceptable way of thinking in the totalitarian countries, using foreign picture-books to demonstrate how effectively this had been done.

**T**HE resolutions adopted by the Association included two which reflected the spirit of the conference:

1. Inasmuch as the school is one of the primary institutions in which the underlying principles of democracy develop and survive, be it resolved that the members of this organization set the following as immediate objectives:

a. A search by each one of us for a more practical and complete understanding of democratic principles as a way of life in our own living.

b. A search by each one of us for a more practical and complete understanding of democratic principles as a way of life in the school-room.

2. Since teachers need some formula by which to measure their democratic way of living and acting, we suggest the following criteria: (Suggestions for many of these criteria were contained in the Resolutions of California School Supervisors Association

*Alice Ross Livsey, President*



Conference at Pasadena, October 2-5, 1940.)

a. Do I regard the children with whom I work as individuals having different experiences and different patterns of action?

b. Do I respect their personalities by making it possible for them to use initiative and make their own particular contribution?

c. Have I arranged a stimulating environment, rich in materials and opportunities for experiences?

d. Do I respect in children and foster by example, cooperative attitudes, respect for the rights of others, independent thinking and tolerance?

e. Do I try to know and understand the needs of children in my care and provide vital living experiences that satisfy these needs?

f. Do I develop in every child a sense of security, a feeling of 'belonging', and being an essential member of society in the classroom, the community and the nation?

g. Do I seek to understand the emotional reactions of children so that I do not set up an emotional 'bloc' in the child's life?

*The next annual state study conference will be held at Long Beach on the two days following Thanksgiving, 1941.*

*In July the entire state membership will act as hostesses to the national organization. By the end of June in 1941, cars, trains, busses and planes will be bringing teachers from north, south, east and middle west to the study conference to be held in Oakland, July 8-12.*

That this week may be overflowing with satisfaction and inspiration justifying such extensive travel is the challenge to each member in the state association. The advantages we have to offer have all been told to these distant friends. Now it is our work to make these words a reality. The organization of this hospitality is under the guidance of Mrs. Esther Lipp of Berkeley. Every effort is being made to see that this will be a week of delightful pleasure.

To the end that all will profit as well as enjoy this week of real study and fun together and want to remain after it is over, plans are made for the conference to be a part of the summer school courses in education at the colleges and universities in the vicinity. Also plans for trips to the mountains and sea as well as to the cities in the south and even to Mexico are being made for those desiring to summer in the West.

**T**HAT this sort of summer will be equally attractive as a vacation to thousands of our California teachers whether they are engaged in work with younger or older children, is expected, for the program is planned to be quite inclusive.

Also active participation in work-shops

and study-groups will encourage and inspire creative experiences in all fields of arts and crafts, dance, dramatics, choral verse, and science. Discussions will clarify your thinking. The entertainment will make you glad that you are a part of this perennially-young organization. The watch-word is Adventure and Security for All Children. In our efforts to secure this for children may we find it in goodly measure for ourselves.

\* \* \*

*Earn As You Learn Writing*, a paperback book of 100 pages, by Dorothy Banker, is published by Saunders Press, Claremont, in Los Angeles County; price \$1. Dorothy Banker, on the news staff of Pomona Progress-Bulletin, member

of Authors League of America and other literary and journalistic societies, has taught creative writing classes and has to her credit hundreds of published stories and articles. Her book discusses the practical problems of authorship in a sound and helpful way.

\* \* \*

*Dunlap Academic Preference Blank* is a new type of objective test, published by World Book Company, for guidance at junior high school level and for estimating achievement and scholastic aptitude. Dr. J. W. Dunlap is associate professor of education, University of Rochester. A specimen set, 20 cents postpaid, includes test forms A and B, literature key, class record, and manual of directions.

### Cooperative Creation of a Song

**M**MARGARET MERLE JOHNSON, 6th grade teacher, Frank McCoppin School, San Francisco, has had her pupils cooperatively create several songs. The following, used for the daily classroom patriotic ceremony on the Flag of the United States of America, was written by Joyce Arimori, Alan Coleman, Natalie Blum, Mildred Miller, Jerry Petersen, Peter Weiss and Leo Larsen.

#### AMERICA IS THE LAND I LOVE

Cooperative Song- Sixth Grade

A- mer- a- ca is the land I love, Where  
Here peo- ple all have e- qual rights; Here  
A- mer- i- ca is the land I love, Where

stars al- ways shine a- bove nights; This  
black- outs don't spoil a- the nights; Here  
stars al- ways shine a- bove This

land that's ev- er free - Where  
we can that's live in peace, And  
land that's ev- er free - Sweet

men have lib- er- ty.  
hope that of wars will cease.  
land of lib- er- ty!



## THE COMMON COLD

### HEALTH OF SCHOOL CHILDREN SABOTAGED BY THE COMMON COLD

*John Neilson, Jr., B.S., M.D., New York City*

**T**HE health of the American school child today is much better than that of his brother or sister ten years ago, thanks to the intelligent cooperation of school authorities, the medical profession and the public in general.

Analysis shows real progress has been made in solving the problem of maintaining normal health of school children, as well as preventing preventable diseases and correcting correctable abnormalities whenever possible.

The doctor and nurse are now an integral part of almost every school system. Routine health examinations are required and, in many instances, vaccination against small pox and other communicable diseases where a specific vaccine is valuable is strongly recommended, if not actually demanded.

The child's eyes and ears are given due consideration as well as teeth, posture, diet, and wholesome use of recreation time for physical well-being. Even home life comes under the watchful eye of school health authorities.

The school health system has practically eradicated certain communicable diseases from the community. But there is one disease, the most common of all, that has as yet not been conquered. It is the simple, though ever-present Common Cold, which today accounts for more acute illness than any other disease.

It is the cause of more school absences than any other condition. And the loss of time of those suffering from colds is almost as much as is caused by all other illnesses combined.

The *uncomplicated* cold, itself, is more of a nuisance than a dangerous condition. Complications, however, due to the Common Cold may cause serious damage. The most common of these complications are involvement of the sinuses, middle ear and the lower respiratory tract, this latter

often causing pneumonia. Over 75% of acutely infectious diseases are now preventable or curable by specific types of remedies, but the medical profession has not as yet been able to find a remedy that will absolutely prevent or cure a cold.

While there is no specific remedy for a cold, the situation is perhaps not too black. If the problem is handled intelligently, much may be accomplished in reducing the suffering and duration of this insidious malady. The problem should be confronted in a realistic way. It is impossible to assume that the ideal situation—that every child who has a cold will see the family physician—can be attained. The very number of colds throughout the country would make this impossible.

400,000,000

It is estimated that there are upwards of 400,000,000 colds a year in the United States. This means that every individual has an average of about three colds a year. On an estimate of approximately 26,000,000 school children in the United States, this means that there would be approximately 75,000,000 colds throughout the schools in the United States every year—certainly a figure to conjure with.

Therefore, families, teachers and school health authorities must work in harmony in spotting and handling the condition of the Common Cold. A great deal of responsibility is placed upon the teacher, and, for greater safety, every child in a classroom found to be apparently suffering from an active cold should be referred by the teacher to the school physician or, in his absence, to the school nurse if one is available.

It is true that many potential serious common diseases such as measles, scarlet fever, mumps, chicken pox, etc., often start with symptoms similar to

those of a cold, and it should be a teacher's responsibility to make a definite diagnosis in these cases. Often, however, a teacher is placed in a position of having to use her own judgment in these matters, and she should be equipped to fulfill these duties intelligently. Instructions by the school physician in simple and obvious signs of more serious conditions is important.

Once a child shows symptoms of a simple cold, what can be done about it? There are several things that can be done not only to help alleviate the discomfort, but to help shorten the duration and possibly obviate the complications. The following is a reasonable method of handling colds:

**E**VERY child with a cold should be isolated and, if at all possible kept at home; absolutely so if there is any fever.

The mother should be informed of the situation and be told to follow certain simple procedures such as putting the child to bed if he has a fever, giving him a mild laxative if there is constipation, and putting him on a light diet with plenty of fluids. No other internal medication should be administered without a doctor's advice. The teacher should advise the mother to be sure to call a physician if the fever is over 100°, if there is any indication of a rash, if the child has a chill, if breathing becomes difficult or if there is any pain in the ears or chest.

Close cooperation between teachers and mothers can do much to reduce school absences as well as alleviate much misery caused by the Common Cold among school children. It becomes a special responsibility of school authorities and particularly teachers to be ever-vigilant in spotting colds among their pupils. (Pupils should be encouraged to report to the teacher any time they do not feel well.) A simple well-illustrated course in hygiene will help older pupils to understand a little better the importance of caring for the Common Cold.

Many methods have been tried to prevent and cure colds. None of them is absolutely perfect. Vaccines given by a physician in some instances may cut down the duration and severity but have no appreciable effect on the incidence of colds. Operations to cure deformities such as chronic sinus conditions, enlarged tonsils, etc., are important in certain cases.

Rules of hygiene as applied to diet, adequate exercise, proper clothing, sunshine, cleanliness and regular elimination, while not specific in preventing colds, are helpful in maintaining general good health of children. As a final word, the Common Cold should be taken seriously and handled intelligently—by no means should it be treated by "scientific neglect."

# NATIONAL DEFENSE

AT SAN BENITO COUNTY JUNIOR COLLEGE

*Frank A. Bauman, Dean, San Benito County Junior College, Hollister*

**T**HE National Defense Program should motivate educators to a greater sense of responsibility for the educational program of the junior college.

This new consciousness about education and National Defense relationships is stimulating. In the junior college there exists a world of opportunity for emphasis about the values of sound education for practical and useful citizenship anywhere in America.

The country is crying for practical workers; workers who have a basic conception of the social significance of practical work ability and the will to work.

San Benito County Junior College, interpreting the call of the times for practical workers and thinkers, is attempting to train men and women for business, industry, the professions, and community welfare occupations such as ours.

In the junior college area a survey of community and student wishes and interests was made to determine in which fields of college educational work should efforts be made toward the improvement of instruction.

The results of such a survey revealed the opportunity of a new emphasis in the organization, content, and direction of education in nine courses of study in the junior college program; namely

1. Nursing
2. Commerce
3. Agriculture
4. Physical Education and Health Understanding
5. Aeronautics
6. Public Address Service
7. Practical Art
8. Homemaking
9. General Education and Citizenship

National Defense is most effectively established and maintained when men and women grow up educated and trained and are able to consider improvements for the general structure of our American economy. The junior college as a public institution must make itself a vital training center, teaching boys and girls how to work as Americans and how to live as social beings.

This should be the foundation for National civic and economic strength in their broadest implications.

Below are comments on the courses of study in the San Benito County Junior College which are objectively preparing students for work.

## 1. Nursing

The present demand and probably future need for competent nurses required a careful reorganization of our pre-nursing curriculum. Physiology and bacteriology were developed to meet college lecture and laboratory requirements, and to satisfy the needs of agriculture, home economics, and physical education majors. First aid, sanitation, and hygiene are carefully planned and introduced as needed to fulfill the recommendation of accredited nursing schools. A cooperative plan of preliminary training for junior college pre-nursing trainees is being worked out here with the local hospital staff. We plan to make real nurses for our future national and local requirements.

## 2. Commerce

Two years of commerce is offered in our junior college, as follows:

Bookkeeping.....	2 years	Elementary, advanced and office machines
Typing.....	2 years	Building for speed, accuracy and machine technique
Shorthand.....	2 years	Speed, accuracy, practical dictation and transcription
Office Training.....	1 year	(classroom introduction)
Office Training.....	1 year	(assignment to practical office work)
Business Administration.....	1 year	Practical business knowledge emphasized. Business organization, taxation, etc.
English Grammar.....	)	
Letter Writing.....	2 years	
Public Speaking.....	)	

This commerce course is so practical and effective that few if any office positions in Hollister business, city and county government, and professional offices are filled with others than graduates or special students of the junior college.

## 3. Farming

Vocational Agriculture was instituted in the junior college in 1939-40, to supplement the work done in high school. The purpose of two years of vocational agriculture at the junior college level was

1. To encourage farm boys in the county to become better farmers.
2. To continue if possible for certain qualified students the pursuit of higher agricultural education at Davis.
3. To develop leadership of farmer groups at home in their Farm Bureau, Farm Centers, Social Programs, through college student participation with adults in all of these activities.

4. To build a better county of farm interests, in a county which is 100% agriculture — fruit, vegetables, cattle, chickens, and hogs.

In vocational education at the junior college level, boys are stimulated to breed better stock, raise better chickens, improve vegetable and fruit grades, by instruction and projects, and by consultation with successful farmers in conference, demonstrations, visitations, etc.

Students are urged to study bookkeeping, business administration, and public speaking, in addition to the organized curriculum on vocational agriculture in farm science, soils, and engineering.

The success of our junior college farm school was proved by two boys who went on to Davis, received advanced credit, and will proceed to their degree in agriculture.

Our farmer boys raised and sold 8,000 chickens during the year 1939-40.

## 4. Physical Education

Leadership and post-junior-college community-life activity-training for

1. Basic work leading toward professional training at a higher college.
2. Positions on playgrounds and in community welfare areas, as physical education and athletic games.
3. Training of potential leaders in Boy Scouts, Girl Scouts, 4-H Clubs, Future Farmers of America, and Farm Bureau activities.
4. Just good knowledge and horse sense about adult games, sports, recreation, etc., valuable for adult living.

## 5. Aeronautics — CPT

Training of civilian pilots for private pilot certificate of competency. The course consists of 72 hours of ground-school given at the junior college and 35-50 hours of flight instruction given at a nearby airport. Such trained pilots represent a nucleus for defense activities and mark the beginning of more serious flight training under real army conditions and requirements. Flight students are also learning the rudiments of commercial air-service as a possible vocational objective.

## 6. Public Address Service

Through public address and radio broadcast programs to develop good personality, clear thinking, and general confidence among junior college students. National Defense will need many clear thinkers, not only for today, but for the tomorrow, in government, trade, and social life.

### 7. Practical Art

Develop a cultural background for appreciation and practical uses of art in everyday life—at home, in stores, exhibits, etc. Make wiser wives and husbands in cultural domestic activities.

### 8. Homemaking

How to plan and make clothing to wear by girls and women—budgetary procedure, and practical interior decoration. Good standards of living are stressed and encouraged.

### 9. General Education and Citizenship

The basic philosophy of all college work is to train students for civic competency. Stress is placed upon the American Way of Living; opening student thought to needs for health, for work, for cooperation, and for knowledge. Intellectual growth among industrious people is a sure road toward a better nation for its people.

The faithful and loyal teachers in the junior college are responsible for the constructive steps taken toward the improvement of the junior college program of education.

\* \* \*

*Student Life*, published by NEA National Association of Secondary School Principals, to encourage better practices in student activities in secondary schools, now in its 7th volume, is published at College Press, Berrien Springs, Michigan, monthly, October to May inclusive.

\* \* \*

*What People Think About Youth and Education*, a recent NEA research bulletin, presents results of a nation-wide poll of public opinion. Price 25 cents. Address National Education Association, 1201 16th Street, N. W., Washington, D. C.

\* \* \*

### Thomas Oliver Larkin

**I**N response to considerable favorable comment concerning the cover picture of our November 1940 issue (see also page 38, December 1940 issue) we present the following information concerning a little-known monograph:

The *United States Consulate in California*, by Rayner Wickersham Kelsey, a paper-bound book of 107 pages, is a publication of Academy of Pacific Coast History, volume 1, number 5, issued by the University Press, Berkeley, June 1910. This thesis for the doctorate contains much material relating to Thomas Oliver Larkin of Monterey, first and only United States Consul who served in California.

## MINIMUM SALARIES

### MINIMUM-SALARY LAWS A STEP TOWARD EQUAL OPPORTUNITY FOR THE RURAL CHILD

Hazel Davis, Assistant Director of Research, National Education Association

**M**ANY different plans are being tried for the improvement of rural schools. There can be no valid claim of equal educational opportunity for American childhood, so long as rural children are discriminated against as they are at present in the kind of teaching service provided for them. One very important line of progress is the effort to organize larger units of school administration. Another is the adoption of state-aid plans through which relatively more state aid is given to poor districts than to wealthy ones. Another plan, which has grown in favor in recent years, is the adoption of a minimum-salary law for teachers.

### Half the States Have Minimum-Salary Laws

Twenty-four states have adopted laws authorizing minimum-salary standards for teachers.<sup>1</sup> Some of these laws are stronger than others but their effect in general is to provide a salary floor below which no board of education may go in fixing the salary of a public-school teacher. Such laws are most effective where no exceptions are permitted and where the state guarantees the payment of at least the minimum salary in districts unable to raise the funds with a reasonable local effort.

It is hard to give comparative figures on amounts of salary required because there are several different kinds of salary standards. One way to study relative amounts is to find out, for each state, the lowest amount that could be paid to a four-year college graduate in his first year of teaching, for the shortest school term acceptable under the law. These amounts are low, with \$755 as the mid-point. In five states the minimum salary that may be paid to a beginning college graduate is below \$600; in ten it is between \$600 and \$799. Five states, however, guarantee a starting point of not less than \$1200, including California, where the minimum salary is \$1320.

The simplest form of minimum-salary standard is a single flat-rate salary such as the laws provide in California, Iowa, Kentucky, New Jersey, North Dakota, Oregon, Rhode Island, and Washington. For ex-

ample, the minimum-salary statute in Oregon consists of these words:

It shall be unlawful for a board of directors of a school district in the state of Oregon to pay to a teacher of a public school, under the jurisdiction of said board, a salary of less than eighty-five (\$85) per school month.<sup>2</sup>

County school funds (which in Oregon include state aid) are withheld from a district failing to comply with the law and school-board members are personally liable for payment of any salary contract at less than the state minimum.<sup>3</sup>

A more complex type of minimum-salary law is that in which several different classes of salaries are set up. In several states a complete schedule of minimum salaries, with increments required for experience, is written into the law. Indiana, Maryland, New York, Pennsylvania, and West Virginia are examples. Most standards of this type are more closely tied in with the plan of state aid than the simple flat-rate minimum amounts mentioned earlier. Several of them recognize higher qualifications with higher minimum salaries, thus tending to raise the level of teacher preparation.

Another kind of minimum-salary standard is found in Alabama, Delaware, Georgia, North Carolina, Oklahoma, and Tennessee. The statutes do not fix the exact amounts of salary, but authorize the state board of education to establish minimum-salary schedules in administering state aid for local schools. Administrative standards of this type are more responsive to changes in amount of state aid and to other developments than are the minimum salaries established by legislation.

In Colorado, Massachusetts, Mississippi, Vermont, and Wisconsin there are various combinations and modifications of the three general types of minimum-salary standard just described.

**C**HARACTERISTIC of all types are provisions that authorize and encourage local districts to exceed the minimum required by law. In practice a majority of teachers are paid at salaries substantially above the state minimum requirements, but the protection is there for the communities where it is needed.

<sup>1</sup>For an up-to-date summary of minimum-salary legislation, see: National Education Association, Research Division. *State Minimum-Salary Standards for Teachers*, 1940. Washington, D. C.: The Association, 1940. 95 p. (mimeo.). Single copy gratis.

<sup>2</sup>1939 Supplement to the 1937 Oregon School Laws. Sec. 35-1106, p. 10.

<sup>3</sup>1937 Oregon School Laws. Sec. 35-420, p. 19.



## AUDIO-VISUAL AIDS

### RELATION OF AUDIO-VISUAL AIDS TO THE LEARNING PROCESS

Harry H. Haworth, Supervisor, Library and Visual Service, Pasadena City Schools

**T**ODAY educators are challenged as never before by the need of vitalizing and enriching instruction. And, just as the dictators have done when facing the problem of changing the thinking of the masses in the shortest possible time, the educators are turning to those powerful and effective tools, the radio and the motion-picture film.

When the Germans invaded France last summer they immediately took over the complete control of the radio stations as the most effective means of controlling the situation for their own benefit.

Likewise they used motion-pictures showing the horrors enacted in the destruction of Warsaw and the Polish campaign to make easier their occupation of Denmark, Norway and other countries.

The radio is used in our country to build up a large and powerful personal following as demonstrated by the major political parties. The belief that the radio stimulates to action is supported by the fact that \$170,000,000 was spent in 1939 in radio advertising.

Another very important reason for using the radio and the motion-picture in school work is that they are very effective in breaking down the isolation of the school from life in the following ways:

1. They bridge space and
2. They bridge time. It is possible to bring events and places into the classroom as they are happening thus bringing life and interest to history.
3. Authorities and experts may be brought into the classroom so that we may see and hear what they have to say.
4. This revitalizes education by bringing emotions and reality into play.
5. They contribute to school objectives by
  - a. Conveying information.
  - b. Giving understandings about life, i.e. concepts,
- c. Sensitizing the children to current problems.
- d. Stimulating to action such as more reading of books on the subjects of interest; greater interest and activities in hobbies.
6. They do something to attitudes. Those in the middle range will usually be shifted in the direction that is outlined by the broadcast or the film.

Some of the more significant values of audio-visual aids are the economy of time required to do a given unit of work, the arousing of intrinsic pupil-interest, with its high associate and concomitant learnings, and the giving of meaning to the more or less abstract symbols (words, sounds, numbers, etc.) which we must use every day. This last point is to be discussed somewhat more in detail.

As we reinterpret the fundamentals of life in terms of our present-day changing conditions ("democratic frame of reference") let's consider the relationship of audio-visual aids to other forms of learning.

First learning-experiences have to do with concrete objects such as fingers, toes, toys, blocks, buttons, etc., in a variety of situations.

As we widen our experience with actual things we progress toward the development of abstract meanings and soon become able to use sounds as symbols for certain objects or actions. According to Hoban<sup>1</sup>

"Levels of experience within the progression from the concrete to the abstract involve the concrete level in terms of the object itself, the sign level in terms of some representation of the object, and the symbol level in terms of the use of a conventionalized representation of the object. . . . Yet, for fully developed meaning, each of these elements is dependent on wide concrete experience of a more elementary nature."

**D**R. I. KEITH TYLER of Ohio State University, director of the nation-wide evaluation of school broadcasts study, recently speaking at a Los Angeles County teachers institute, classified learning-experiences on a scale which progresses from the concrete to the abstract, as follows:

### The Most Concrete Experiences

1. Direct participation in real situations, actually doing the job is the most real, the most concrete, of any learning experience.
2. Direct observation of real situations—the school journey.
3. Participation in simulated activities—dramatic play. Grows out of experience.
4. Sound-motion-pictures—the illusion of reality.
5. Radio drama—the illusion of reality. "Sound without sight is more real than sight without sound."
6. Silent motion-pictures.
7. Models—real objects on a small scale.
8. Stereographs—third dimension (not included by Tyler).
9. Lantern-slides and film slides (not included by Tyler).
10. Photographs and other flat pictures are abundant and easily used in any classroom.
11. Maps and charts.
12. Graphs.
13. Radio speeches.
14. Reading is a double abstraction.
  - a. Symbols indicate sounds.
  - b. Sounds are symbols for meanings. Verbalism. Reading readiness. Reading difficulties, many of which can be avoided by having more of the concrete experiences first.
15. Mathematics, the most abstract of all.

### The Most Abstract Experiences

"The farther down the scale, i.e., toward the abstract, the more economical are the costs for instruction materials and equipment, but they require a much wider experience with the concrete to understand their meanings."

A large part of our task as teachers is to give meanings to the symbols used in our "democratic frame of reference."

**I**N achieving this objective it seems imperative that full use be made of those audio-visual aids which may assist in bringing to the students the illusion of active participation in real situations, the most concrete of any learning experience.

Only by thus fully modernizing our educational practices can we hope to keep pace with the rapidly increasing tempo of world affairs.

<sup>1</sup> Hoban, Hoban and Zisman, *Visualizing the Curriculum*, New York: The Cordon Co., 1937, pp 20, 21.

# SCHOOL SECRETARIES

THE NATIONAL ASSOCIATION OF SCHOOL SECRETARIES

*Virginia M. Walter, Secretary to the Superintendent of Schools, Alameda County*

**T**O pool ideas and ideals toward a finer and more efficient service to the school and the community" is the avowed purpose of the National Association of School Secretaries.

This organization, started in 1934, by a handful of eastern "clerical assistants," has grown steadily. At the national convention at Milwaukee, July 1940, approximately 2000 members were reported, representing every state in the union.

Membership is open to all persons engaged in clerical and secretarial work in the educational systems of the United States.

California has a large group of members, being exceeded only by New Jersey, Michigan, Pennsylvania, and Ohio. Los Angeles County and Los Angeles City organizations already have several hundred members. Since 1937, Superintendent A. R. Clifton of Los Angeles County has included in the annual teachers institute programs a session for the school secretaries of that county. These sessions have drawn a large and enthusiastic attendance.

In several other California counties secretaries are active in the national association, but have no formal organization. Alameda County and San Francisco both have a large potential membership, due to the great number of schools in the Bay area. Enthusiasm aroused at the national convention in San Francisco in 1939 has been sustained by dinner-meetings held at intervals in Oakland and San Francisco. Through exchanging ideas on their common interests and problems, Bay area secretaries have done much to lay the foundation for future organization.

As in all large movements, the benefits which are not immediate cannot always be seen clearly by those to whom the idea of a national organization is presented. Achievements in tenure, retirement, adequate salaries,

and professional training, have been more or less local, but the national association is striving to make these benefits country-wide in scope.

Courses in school secretarial training are offered in several institutions, the University of Pennsylvania having established a 4-year course leading to a bachelor's degree. Professional training is one of the chief goals of the secretaries.

National Association of School Secretaries maintains close contact with American Association of School Administrators and National Education Association, and always holds its conventions at the same time and in the same city. Accordingly, its next sectional meeting will be in Atlantic City, February 22-23, 1941; the annual convention will be held in Boston, June 29 to July 3.

NEA extends courtesies of its convention receptions and excursions to the school secretaries, and has always given their association much valuable encouragement and cooperation. It is hoped that the school secretaries association will be able to join NEA as one of its departments.

**I**N the meantime, the national association members are endeavoring to convey to their fellow secretaries, their employers, and the general public the idea that where there is an understanding and informed secretary

there will be a better community-school relationship.

The school secretary, if she has the vision and ability, may play an important part in character education as she becomes acquainted with the children of her particular school. It is the school secretary's voice which the public hears over the phone; it is she who greets a caller at the office; and it is her letters which make a good or bad impression.

In the school administrator's office the situation is the same—the secretary can do a great deal to make or mar cordial relations with the public, with teachers, and with others, according to her courtesy, educational interest, knowledge, and skill.

\* \* \*

## Northern Section Council

**A**T the meeting of the teachers of the Sacramento City Unified School District, held in Sacramento during the recent teachers institute, the following were elected to represent Sacramento City in the Northern Section Council of California Teachers Association:

Wm. J. Burkhard, Administration Building

Wm. Howe, Principal, Coloma School

Celia Dahringer, teacher, Stanford Junior High

Roy H. Hay, teacher, California Junior High  
Irene Clark, teacher, C. K. McClatchy Senior High

James Callaghan, teacher, Junior College  
Ramona Wulff, teacher, Washington School  
Margaret Strachan, teacher, William Land School

Representatives to the Classroom Teachers Department are Lottiellen Johnson, teacher, Sutter Junior High School, and Eunice Tuttle, teacher, Crocker Elementary School.

## Enrollments in California Public Schools

Total State Enrollments by Grade Level, 1938-39 and 1939-40; as Reported by the State Superintendent of Public Instruction

Grade Levels	State Enrollment		Increase		Decrease	
	1938-39	1939-40	Amount	Per cent	Amount	Per cent
Kindergarten .....	64,474	68,077	3,603	5.6		
Grades 1-8 .....	767,806	759,756			8,050	1.0
Grades 9-12 .....	346,047	354,574	8,527	2.5		
Grades 13-14 .....	38,377	43,031	4,654	12.1		
Special students and special classes:						
Elementary grade .....	9,125	8,426			699	7.7
High school grade.....	445,708	491,819	46,111	10.3		
Junior college grade.....	30,136	39,590	9,454	31.4		
Totals .....	1,701,673	1,765,273	72,349		8,749	
Net increase .....			63,600	3.7		

# CALIFORNIA MIGRANT

OLLIE LOCKTEE, CHAMPION MIGRANT

*Frank F. Latta, Teacher, Shafter High School, Kern County*

**I**N 1939-40 more than 67% of the students in Shafter High School were born in the so-called "Dust Bowl" states.

Approximately 75% of the students were born outside of California.

On the increasing tide there came during the early weeks of October, 1940, the most migrant student ever to enter Shafter High, and he is not from the Dust Bowl. His name is Ollie Locktee.

During the severe winter of 1936-37, while his parents were awaiting word of a promised job in California, Ollie boarded with an aunt and for 8 weeks attended the Washington School at Chicago Heights, Illinois.

*In all the rest of his elementary and high school experience Ollie has attended school every day, has never attended any school more than a week and has never attended the same school twice.*

Were this the only remarkable feature of the record of Ollie Locktee his case would not be of particular interest. But it involves almost every known handicap; no father, no home but a house-trailer, no outside help of any kind, the distraction of floating from town to town and living among the least contributing element in each community, the exacting routine of a song-and-tap-dance act in a tent-show, and no aid or encouragement from friends, relatives or social institutions such as would be afforded by a stationary existence.

Against these is opposed the fact that Ollie is an excellent student, able to do school work far beyond his years.

You ask how we knew this when Ollie was only with us five days? Ollie has a sheaf of reports from schools throughout California, including dozens of voluntary letters of recommendation, enough to fill one of the wire baskets on your principal's desk. He stated that he had sent to

his grandmother in Illinois for safe-keeping a larger set of papers, all relating to his elementary school career.

Words fail when we state that Ollie is bright, precocious, attentive, courteous, polite, etc. His is the most remarkable adaptation to circumstances we have ever observed in any students during more than 25 years of teaching.

Ollie came into a shop-class about 15 minutes before the end of the period, when I had no opportunity to set him at work, give him any instruction, nor ask him any questions. He appeared willing, so in order to avoid idleness and possibly injury from high-speed machines, I gave him a brush and asked him to clean the top of a long work-bench.

## Ollie in Action

My attention was again attracted when I saw that he had finished with the bench and started on a clean-up of everything in the shop.

I watched him closely. He watched every move of every active boy, and listened to every word of instruction I gave them. He moved from one section of the shop to another brushing and cleaning thoroughly, but with his whole attention concentrated on what was going on about him.

Ollie exhausted the extent of the instruction given in that shop in less than 10 minutes. He knew just what every student was trying to do and what he was doing wrong, although he asked no one a single question or offered a particle of advice. I do not believe he spoke a word. When the clean-up bell rang he was brushing up around the gas-welding bench and watching what was being done there.

After the boys had shut down the gas-welding equipment and were washing, Ollie spoke to one of them. They exchanged a few words and then both walked down to the welder. They talked and made some adjustments until the passing bell. I sup-

posed Ollie had been trying to get some information, and, as he by then had my curiosity thoroughly aroused, I asked the boy what Ollie had questioned him about. "Question me," he answered. "He never questioned me. I had shut down the welding outfit wrong and he called me on it!"

It has been keen observance and the ability to adjust himself to new situations that has carried Ollie so far in school. His father died in 1938. Ollie states that he has never taken home a book nor an assignment. He has completed all of his lessons at school. I asked how he was able to do this. Ollie stated that teachers were always willing to help. "I did what lessons I could during study-hall and then stayed in my last classroom until I was finished or the janitors ran me out."

Here are the grades made in a Friday examination at Greersville after Ollie had been there four days: Arithmetic B—, Spelling C+, Music B, Science A—, Reading B+, Art A, Social Studies A—.

It was May 31, 1939, that Ollie graduated from Loyalton Elementary School in Sierra County. He arrived there in time to take the examinations with the students in regular attendance. After one week of contact with Ollie one knows that he was not graduated "to get rid of him" or because of sympathy. He really knows the answers to the questions.

We have copied from Ollie's file of official school reports a partial list of California schools he has attended. The list does not cover the year of 1938. These records are with his grandmother in Michigan. He was in possession of records from the following schools: Gonzales, Willows, Concord, Quincy, Orland, Hanford, McFarland, Arvin, Chowchilla, Woodlake, Kingsburg, Hollister, Greerville, Loyalton, Cambria, Atascadero, Coalinga, Riverdale, Carruthers, Tipton, Exeter, Visalia, Reedley, Dinuba, Portola, Quincy (High), Concord (High), Bell, Grass Valley, Folsom, Placerville, Sutter Creek, Ione, Patterson, Alhambra, Livermore, Gustine, Dos Palos, Kerman, Soledad, Greenfield, Lompoc, Paso Robles, Tulare, Delano, and Pismo Beach. He



thinks he attended about 30 California schools in 1938, none of which are in the preceding list. By the time this article is printed he will have attended about 10 more schools.

Naturally, Ollie has become quite an authority regarding California schools. When we asked which was the best school he had ever attended his face lighted up and he said, "Shangri La\* Elementary." "Why?" "Well, I sure learned a lot there. They had a fine lot of teachers and they did everything they could to help me." "Which was the worst school you ever attended?" "Well," Ollie looked down a second and then said, "Let's put it this way. It was John Doe\* Valley school and I liked it the least of any. You know, I have always liked school. I have never had any trouble of any kind in any school I ever attended. But Shangri La\* wasn't the only best school I ever attended, there were (naming three others). I liked them all about the same."

\*Fictitious name.

\* \* \*

Soil Conservation, official organ of U. S. Department of Agriculture, Soil Conservation Service, is issued monthly by that Service; address, Washington, D. C.; \$1 per year, 10 cents a copy. October 1940 issue features the educational approach to the soil conservation task and is richly illustrated. All interested in conservation find this magazine of help. Hugh H. Bennett is chief of the Service.

\* \* \*

### Youth and Jobs

AMERICAN Youth Commission has issued *Matching Youth and Jobs*, a study of occupational adjustment, by Howard M. Bell, already nationally known for his previous splendid volume, *Youth Tell Their Story*. That book was acclaimed as the most comprehensive and significant study ever made of young people, their life and work.

Bell's new stimulating and provocative volume constitutes an outstanding and timely contribution to educational, social, and economic planning. It also clarifies the basic importance of so modifying the programs of schools and other agencies that occupational maladjustment will be substantially reduced, and that all workers, but particularly young workers, will be placed in the kind of work they are most clearly qualified to perform.

The volume is largely based upon the

outcome of a cooperative project of American Youth Commission and United States Employment Service. This project involved an extensive study of eight areas and required the services of 124 trained analysts for a period of 18 months. It represents the most recent research in the field. Its findings relating to the educational and training requirements of the 18,000 jobs in American business and industry are arresting, to say the least. They are particularly so when studied in the light of national defense needs.

Address American Youth Commission, 744 Jackson Place, Washington, D. C.; price \$2.

\* \* \*

World Book Company, whose Pacific Coast manager is C. S. Jones, 149 New Montgomery Street, San Francisco, has issued *Turse Shorthand Aptitude Test*, measuring those abilities which are basic prerequisite for success in shorthand. The test also yields helpful data for diagnosis, homogeneous grouping or for indicating special abilities. Mr. Turse is chairman of the commercial department, Peekskill High School, New York state. Specimen set, 10 cents postpaid, including manual of directions, the test, key for scoring, and class record.

### Growing Vocabulary

DR. ARCHIBALD HART, Thacher School, Ojai, and F. Arnold Lejeune, Crane Country Day School, Santa Barbara, are co-authors of *The Growing Vocabulary, Fun and Adventure with Words*, a book of 126 pages published by E. P. Dutton & Co., 300 Fourth Avenue, New York City.

Dr. Hart's *Twelve Ways to Build a Vocabulary*, published last year, received enthusiastic and widespread adoption in the schools of the country, and also has achieved popular success quite phenomenal for a book of its kind. Those who used and most liked that volume urged the author to prepare a book of similar purpose, equally high in standard and fully as stimulating, but simpler in approach and keyed directly to the active interests and experiences of young people of high school age and to their program of school work.

*The Growing Vocabulary* has been written to serve this need, but it also will be gratefully received by more mature persons who for practical or cultural reasons desire to improve their habits of speech and writing.

Prices, school edition \$1; general edition with keys and answers to the exercises \$1.50.

## JENKINS - WAGENER

### *Latin and the Romans, Book One*

**A new, more realistic first course,  
emphasizing social and immediate values**

...A new approach leading to quick power in the language, particularly in reading

...A new unit organization with each unit based on some phase of Roman life. Extensive emphasis on English-Latin relationships both in grammar and in vocabulary.

...An unusually large amount of interesting story material

*Write for more information  
Book Two in preparation*

**Ginn and Company**

45 Second Street, San Francisco

## THROUGH A PUPIL'S EYES

*Thelma Larkin, Student\*, Watsonville Union High School*

**A**FTER 12 years of school we have come to know, roughly speaking, 30 teachers. We wonder if any of you fully realize what an important part you play in our lives.

To go back, mentally, through the years and pick out which teachers we particularly admired and which ones possessed qualities not exactly to our liking, is quite a simple matter.

I will admit that we are inclined to be more critical of teachers than of anyone else, and that really we should make allowances, just as you do for us. However, that isn't the case, although you may dislike to believe it.

Here are the qualities most frequently remarked upon by pupils in general. The criticism is meant to be constructive and is given only after considerable thought on the subject.

First, be natural. This is one of the first things a pupil notices in you. Many teachers are unnecessarily stern. Usually this is prevalent in your first year. Having come from some college where the standards are high and the rules more strictly enforced, you are inclined to expect too much from mere high school students. This nearly always wears off, but if you've ever wondered why your first pupils avoid speaking to you—this may be the reason.

Are your pupils afraid of you? Do they seem to dread asking questions. If so, perhaps you're too sharp with them when they do ask you something. Remember, we're rather inclined to be over-sensitive.

Nothing impresses a pupil more than a good sense of humor in a teacher. Any instructor who can't laugh at his own mistakes and laugh with his pupils over theirs is someone who just "has to be tolerated."

Do you give your pupils the impression they're bothering you? When a student goes to your desk to show you some piece of work or to get further

instructions, do you embarrass him by forcing him to stand awkwardly, awaiting the moment when you choose to look up? Incidentally, when you do look up do you say, "Yes, what is it?" in such an annoyed manner as to cause your pupil to practically wither at your feet? A great majority of teachers are guilty of this, and though it seems a small matter, it is one of your most irksome habits from a pupil's viewpoint.

Relaxing is one of the simplest preventives of premature old age, and to you, the ability to do so is an almost indispensable asset. Don't always be looking for trouble and don't create it out of little things of minor importance. Learn to discern between the really important and the less important things and try to overlook a few of the latter. Be a little tolerant and set an example for us by "taking" as well as "giving."

### More Merit — Less Demerit

Along this line comes the problem of when to give demerits. Many of you seem to think that demerits will solve any and all problems, but they don't. A pupil only becomes more difficult than ever when demerits are heaped upon him. Really, demerits often bring only resentment into a situation that might easily have been remedied with a few well-chosen words.

Are you close with your praise and rather lavish with your criticism? Have you ever stopped to think that what each of us wants, even more than we know, is to feel that what we do is worthwhile? If praise is forthcoming, give it—don't hold back! Most of us are past the "button-bursting" stage, and the conviction of our worthiness gives us an earnest desire to become more efficient than ever.

It's amazing how much respect and goodwill are tendered to a teacher who treats her pupils as though they were adults. It's true that we may

not always be deserving of this, but in many ways we are much more grown-up than you believe us to be.

Do your classes bore you? If they do, have you ever wondered what effect they have on your pupils? If things really do seem rather dull, try to find interesting ways of presenting lessons, take an interest in the appearance of your room, but above all, take a sincere interest in your pupils. If you do this, your work will always be interesting. Perhaps it may seem an impossible task, but it isn't, and though much time and patience must be employed to attain the desired results, they will prove well worth the effort involved—both for you and your pupils.

"The teachers aren't human" is one of the most common phrases to be heard on a school campus. Perhaps it is applied to you. Do you ever let your pupils forget you're a teacher? For example, do you occasionally forget your age and your position and talk with your pupils as though you were "one of them"? We can understand you better if we know something of your hobbies, your likes, dislikes, and something about your personal lives. These make you seem like real people to us and bring about a closer understanding than could be obtained through any other means. Very often we are surprised at the similarity of your interests with those of our own. Sometimes we are amazed at your agility, your friendliness, and the youthfulness of your ideas. However, surprising as you are to most of your pupils, there are a few of us who do understand you, you, perhaps better than you know.

**W**E know how you must tire of having constantly to be with persons so much your junior, attempting to teach us what you think we should know, and worrying over whether or not we're learning it. We know that your day doesn't end with ours, and that the preparation of lessons in advance, the correction of papers, and a million other little details make some of your days veritable nightmares.

We realize how much diplomacy

\*This article was part of a term paper on personality written by Thelma (age 17) for a class in social problems.



## *They Study Democracy Along With the Three R's*

These are the children of the second grade in a Williamsport (Pennsylvania) school, learning about the American way of living, from *Enjoying Our Land*, Second Reader of the DEMOCRACY SERIES.\*

For them, as for thousands of American children throughout our land, the study of democracy is as natural a part of the school day as learning to read, write, and work with numbers.

### **THE SCHOOLS OF AMERICA HAVE MADE THE TEACHING OF DEMOCRACY A PART OF THE ELEMENTARY CURRICULUM**

It has been made possible by America's overwhelming endorsement of the DEMOCRACY SERIES.

#### **ENLIGHTENED SCHOOL OFFICIALS**

quick to recognize that these books meet the most pressing need of the times, are leading the movement that is sweeping the land. Cities, towns, and counties by thousands, and 8 states (for state-wide use) have adopted them.

#### **AN AWAKENED PUBLIC**

—parents, press and officials of national organizations are giving the series unanimous acclaim and supporting its introduction with a concern never before shown in school textbooks.

*"The first real program of education for democracy."*

DEMOCRACY SERIES, Edited by Cutright and Charters. Grades 1-6. Books for Grades 7-8 in press.

\*This picture and caption are reproduced by permission from a news story in the Williamsport Sun of October 22, in which school officials and public were congratulated for their wise action in introducing the series into the city schools.

This publicity is an instance of the sweeping endorsement by the press in hundreds of cities over the land, support unprecedented, in powerful editorials, news stories, and other articles.

#### **THE MACMILLAN COMPANY**

New York • Boston • Chicago  
Dallas • Atlanta • San Francisco

COURSE OF STUDY IN THE TEACHING OF DEMOCRACY (for elementary and junior grades) is now ready. It will be sent FREE upon request to school administrators and Boards of Education. Write for your copy now.



must be employed in dealing with so many different types of personalities. We realize the tremendous strain on your nerves and how little time you really have to yourselves. We know that even your personal lives must be lived within strict boundaries in order to conform to the opinions of the more fastidious and indeed to escape their criticism.

Perhaps you think it odd that pupils should be conscious of these things, but we're really not so shallow as we sometimes seem to be, and the things which affect you, usually affect us as well. When you're ill, we can't help worrying about you; and when we know of any unfortunate or tragic happenings in your personal lives, we give you our deepest sympathy — though it be silent.

We praise you — and criticize you, often unjustly I know, but by your tolerance and your unerring kindness, you inevitably cause us to regret anything we may have said or thought in an angry moment. Underneath it all though, many of us fully realize the great debt that society owes you; for in you lies the grave responsibility of preparing us, the younger generation, to take over your places and to do it competently.

\* \* \*

### Work-Study-Play

National Council on Work-Study-Play Activities

H. G. Masters, Director of Elementary Education, Pittsburgh, Pennsylvania

**P**RESENT-DAY trends in education demand the cooperative effort of many groups. There has grown up in the United States a number of movements based on differing aspects of the educational program.

As a result the philosophies of these several movements seem to be divergent, but careful examination of the objectives growing out of the basic philosophies shows that there are many objectives that are common to all the philosophies.

Failure to recognize the common purposes has resulted in emphasis being placed on the small number of objectives that are not common and has led to controversy rather than to cooperative effort.

National Council on Work-Study-Play Activities believes that the common elements in these philosophies are in the majority. The Council believes, therefore, that the greatest good can be accomplished through an emphasis upon these common elements and the development of a cooperative program looking toward their realization.

The theme for the meeting planned for Monday afternoon, February 24, 1941, in Atlantic City, is Common Elements in Divergent Philosophies. Each of the first three speakers will present the philosophy of elementary education held by the group he represents. The fourth speaker, Dr. Paul Rankin, will summarize the previous discussions, pointing out the common elements and suggesting ways of working together to achieve the common objectives.

\* \* \*

### Womens Athletics

National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation, A Department of NEA

Donaldine Grass, Instructor of Health and Physical Education for Women, Sacramento Junior College; Representative for Northern California, NSWA

**W**ITH democratic ideals facing the most critical challenge in recent years, it is the responsibility of everyone in a position of leadership to observe carefully his opportunities for encouraging a better understanding of these fundamental principles — fair play and justice, honesty and courage.

We have a unique opportunity in educational and recreational situations

for lending significance to these ideals.

The National Section on Women's Athletics, which is primarily a service organization designed to promote sound programs in athletics for girls and women, seeks to carry these ideals into professional fields.

It has set up appropriate standards for program, competition and leadership to insure the most desirable results for those who participate. In order to see that girls are safeguarded in playing games designed to meet their physical capacities, emotional adaptability and health, it publishes the official Sports Library composed of nine separate Guides covering a wide range of activities; namely, field hockey, basketball, softball-volleyball, la crosse, individual sports, badminton, soccer-speedball, recreational games and aquatics.

To provide a practical periodical for teachers in junior and senior high schools and for professional students, it publishes six times a year the Service Bulletin. Also available is a bulletin entitled Special Publications, designed to aid teachers in planning special projects including motion-pictures in sports, sports bibliography, special events for assembly programs, demonstrations and other feature events. It has also set up standards for the testing, rating and guidance of women officials.

Recognizing the special requirements in various regions, the National Committee has formulated a program which is organized under the leadership of 50 state representatives in all parts of our country.

In California, the promotion of NSWA program is conducted through two state representatives: Rayma Wilson, Compton Junior College, for Southern California, and the present writer, for Northern California. The plan for 1941 includes a golf and softball conference in March, tennis and badminton conferences during April, and swimming conferences in May.

Through three boards of women officials established in Los Angeles, San Francisco and Sacramento, an active training program is being carried on for the preparation and rating of women officials in all women's sports.

The state organization is also assisting in promoting Play Days and Sports Days for girls and women at the high school and college level and in promoting better recreational opportunities for girls and women outside of school through recreational leagues and other community organizations.

\* \* \*

Latin American Educational Journals, a partial list, annotated, is issued as a 25-page mimeographed bulletin by Division of Intellectual Cooperation, Pan American Union, Washington, D. C. This up-to-date list is of great use to librarians, teachers and students of comparative education.



## CLASSES STARTING — NOW —

A specialized training in a state accredited, degree granting institution for ARTS and CRAFTS.

Write or wire for Circular B



CALIFORNIA COLLEGE OF ARTS AND CRAFTS  
BROADWAY AT COLLEGE AVE · OAKLAND · CALIFORNIA

## HEALTH EDUCATION

W. F. Higby, Executive Secretary, California Tuberculosis Association, San Francisco

**A**MONG the leaders in the movement for a balanced program of Health Education in our schools are the 62 local tuberculosis associations in California. Cooperating with teachers, school authorities, public health agencies, parent-teacher organizations and other community enterprises, the associations are active throughout the year carrying on a health education program which is coordinated in the state by the federation of these local associations.

Heading the list of these activities is the tuberculin-testing program carried on in every county of the state, either through the services of the field nurses employed by the state association, by subsidizing of some of the county or school nurses, or by some other technique of cooperation.

More than 300,000 school-children have been tested in this program, and the positive reactors were x-rayed where necessary. In addition to discovering the cases of tuberculosis among the school children, by the follow-up plan, the nurses have gone into every home, from which these children come, and sought out the sources of infection; thus making the school testing program a practical means of finding cases throughout the community and bringing those cases to early diagnosis and treatment.

This program of tuberculin-testing and x-raying was not only a case-finding project, but served, as well, to educate the children and their parents as to the manner in which a community may be protected from the spread of communicable diseases, the need for early diagnosis, and the responsibility of each individual to keep the community free from disease.

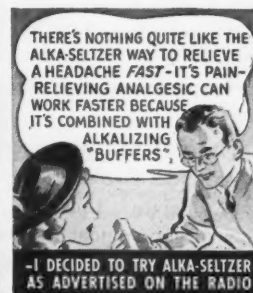
Also, these same local tuberculosis associations are busy the year round with a program of teaching good health. The associations supply literature for every grade of the schools, for the teachers, for the lay public, for clubs, societies and even for the doctors of the community. They supply exhibit material, posters, health films,

for showing at schools and before adult groups. They supply speakers for public meetings and for talking before student groups.

Probably in most places in California the children are better informed about how tuberculosis develops, how it spreads, how it is treated and the importance of early diagnosis and

treatment than are the adult members of the community. This is due to the fact that for a number of years this two-fold program of case-finding and education has been carried on consistently as a community project.

**T**HE California Tuberculosis Association again calls to the attention of educators the fact that local tuberculosis associations can supply literature, posters, charts, health films and exhibit material for health teaching.



**BE FAIR** to yourself and your family... Get relief from HEADACHES and associated distress—the fast, gentle, Alka-Seltzer way! Alka-Seltzer can provide fast relief because its analgesic is combined with alkaline "buffers" the special Alka-Seltzer way. Then, too, when ACID STOMACH discomfort accompanies your headache—Alka-Seltzer should be even more your choice—because Alka-Seltzer's alkalizing elements speedily neutralize excess gastric acidity and bring welcome stomach calm.

Take Alka-Seltzer also, for quick, comforting relief in the misery of COLDS, MUSCULAR ACHES and PAINS and MUSCULAR FATIGUE.

You'll enjoy its pleasant taste, gentle action and above all—**YOU'LL FEEL BETTER FAST!**



**MILES LABORATORIES, Inc., Elkhart, Ind.**



At All Drug Stores... by the glass or package

★ Would you like a FREE SAMPLE SUPPLY of ALKA-SELTZER? You may have it just for the asking. Write to Dept. STM-23, Miles Laboratories, Inc., Elkhart, Ind.

## CLASSROOM TEACHERS

CTA CLASSROOM TEACHERS DEPARTMENT, BAY SECTION

*Barthol W. Pearce, Sonora Union High School, Tuolumne County; President*

**D**URING 1940-41 it has been our custom to devote a portion of each meeting to the discussion of problems pertaining to classroom procedure and interest.

At our last meeting the discussion centered around the question, What can the classroom teacher do to aid in National Defense? The following is a report of some of the highlights of the lively discussion that ensued.

The first problem faced was: What are the important qualities in our country that are worth defending? The answers that were given were varied and very enlightening. The members spoke of our social institutions: the home, the church, and a free system of education, also of natural resources which have made this country able to produce a standard of living unequalled throughout the world.

The fact that we have a type of government guaranteed by a constitution, separating the three main functions of government and incorporating a bill of rights for the American people, was declared to be most worthy of defending.

Many countries today have merged the powers of government in a single force and oftentimes in a single person and these governments have destroyed most of the human rights and liberties.

In view of this we are fortunate that our democratic rights still prevail, but these privileges can only be maintained as we defend them. To defend the accomplishments in human liberties which have been made throughout the years from the Magna Carta to the present day, is a moral responsibility which we cannot evade.

The second part of the discussion revolved around the subject of methods of defending these great qualities of our American Way. First came the military defenses. As much as the average teacher and average American is opposed to the use of force, never-

theless the history of defeat of too many nations in the world today is the result of a lack of preparation in terms of a two-fisted policy to withstand depredations from aggression.

The mere fact that the Scandinavian countries had developed one of the finest economic systems for themselves was not sufficient to save them from destruction when the fateful hour came.

Therefore, we believe that we have much worth saving in America, and we should be willing and able to back up our beliefs with a positive answer to anyone who would challenge their worth to us. Many members in the discussion also felt that there is a corollary to this statement and that is that the aggressor nations of the world today have been hardly willing to challenge countries that were adequately prepared, but inevitably enslaved those peoples whose defenses were weak and lacking. Therefore, there is better reason to believe that we shall not be embroiled in the present conflict if we are prepared to defend ourselves.

The second measure of defense that was spoken of was the action that

*Barthol W. Pearce, President*



should be taken against those who are acting as agents of other countries within our own to undermine the processes of our American institutions. We all know the history of Quizling in Norway and Laval in France whose treachery handed those governments over to Germany. The same forces were found to be working effectively in all of the other countries that have fallen into German hands.

One of the reasons why England has effectively postponed the day of the German invasion is because she very quickly rounded up the suspected foreign agents and kept them from boring from within. That must also be done in this country, if we are to save the institutions that we believe are better than some of those that we perceive in certain European and Asiatic nations.

### Honest Patriotism

Many teachers have been misunderstood by the public because a few have abused the privilege of academic freedom. What should be the attitude of the classroom teacher concerning academic freedom which he has cherished, and through which the tremendous strides in education have been made? It is here that democracy can be shown at its highest, for the classroom teacher can *voluntarily* aid in the defense of his country by choosing guarded words to express guarded convictions if he believes that democracy is a better way of life than totalitarian authority.

He can and should devote relatively more time for the discussion of the merits of our republic and relatively less time on the philosophical and theoretical merits of the "isms" which have looked attractive to some in the pages of books but which have proved to be so disastrous in life.

The third element of the discussion was prompted by the question: "What is the democracy of this country to be saved for?" If the institutions of democracy are worth anything at all, they are worth enough to elevate the torch of free education, worthwhile social institutions, and a representative form of government, not only for this country but also as a pattern for the



nations of the World after the present debacle of Europe and Asia has spent itself.

This is the best reason why this country should not participate in the present conflict. Once in that conflict, our thoughts too must turn to hatred and strife. Of these we must remain free if we would serve to help humanity in its rehabilitation after the warring countries have found that they can go on no farther.

Here too, the classroom teacher has his opportunity to serve. Propaganda which acts to build up hatreds against others must be shunned, and the students themselves must be shown their responsibility in viewing the tragic events dispassionately and with a sense of sympathy for those who are suffering under the heels of ruthless forms of government.

**I**N these days of great crisis, with everyone wondering what the pattern of the world will be tomorrow, the classroom teacher must defend that Way of Life which guarantees human freedom. He must work with the other forces of the nation to defend it with every measure that society can produce. This American Way of Life has been our inspiration, and must continue to be for the world after it has passed through its Armageddon.

\* \* \*

### High School English

**N**OBLE and Noble, Publishers, 100 Fifth Avenue, New York City, have issued *Modern Techniques for Improving Secondary School English*, an account of some of the devices used by members of the New York Association of English Teachers; price \$2.50.

Editors are Harold A. Clarke and Mary P. Eaton, chairmen of the English departments of large high schools there, and assisted by an editorial advisory committee.

This well-prepared teacher's manual of 335 pages comprises a multitude of devices, technics and suggestions. All phases of the language arts are thoroughly covered; the experiences presented are real; the book embodies the cream of the thought of more than 200 talented classroom English teachers.

### From Kings County

**K**INGS County Council CTA publishes a praiseworthy mimeographed News-letter, now in its third volume; E. E. Wahrenbrock is president of the Council this year. A recent issue begins with this fine statement by the secretary, Ida Ruben:

#### Design for Reciprocity

This liberty will look easy by and by  
When nobody dies to get it.

"The above closing line of Maxwell Anderson's play Valley Forge is a fitting reply to that negative attitude noticeable now and again toward organizations which have worked hard to win gains in professional standards.

"It is we who reap the benefits of those gains, just as those who shall come after us will enjoy advantages we win for them.

"If only for its achievements in the past, the CTA has earned your loyalty."

\* \* \*

### Our Freedoms

**R**OW, Peterson and Company are publishing a new series of 5 books (with a teacher's manual) entitled *Our Freedoms*.

Book 1 is entitled *The Rights We Defend*; 2, *Right of Free Speech*; 3, *Liberty of the Press*; 4, *Fair Trial*; 5, *Religious Liberty*.

Each book comprises about 80 pages, paper covers, and profusely illustrated with colored pictures based upon documentary materials; list price, 48 cents each.

Edited by United States Commissioner of Education, Dr. J. W. Studebaker, this series makes the ideals and principles of the American way of life vital and significant to our people. It is designed to contribute to spiritual preparedness without which our national defense effort cannot save our way of life.

The teacher's manual of 30 pages helps the teacher to adapt the series to classroom work and adult education groups in civics, American history, social problems, naturalization classes, etc.

Western headquarters of Row, Peterson and Company are at 159 New Montgomery Street, San Francisco; home office, Evanston, Illinois.

\* \* \*

### Bedridden Students

**S**AN MATEO Junior College Adult Education Division, of which James Tormey is director, sponsors a teaching program for

bedridden and convalescent patients at the County Hospital and Tuberculosis Sanatorium. Mrs. Mary A. Campion, formerly conducting this work at Ahwahnee Sanatorium (see Sierra Educational News, September 1939), is the teacher.

In many cases foundation for vocational rehabilitation is made possible through this work. In addition to English, literature, foreign languages, typing and other subjects, correspondence courses furnished by State Department of Education and other sources are supervised by the teacher. All instruction is individual. Mrs. Campion also teaches a class in Spanish in the adult education program at Hayward.

\* \* \*

### Audio-Visual Aids

**M**CGRAW-HILL Book Company has issued *Audio-Visual Aids to Instruction*, by McKown and Roberts, a large-format text of 400 pages, one of that company's Series in Education of which Harold Benjamin is consulting editor.

In a competently practical manner, this book shows the teacher and administrator how to select, organize and utilize all sorts of audio-visual aids at all levels from kindergarten through the 12th grade. Price \$3.

### Announcing ★ ★ ★

A highly effective vocabulary-building program developed by two distinguished California teachers

#### ★ for Junior High Schools

#### THE GROWING VOCABULARY

by Hart and Lejeune

Just published! A vastly entertaining introduction to word study. A book to challenge the interest of growing boys and girls as they learn about the origin of English, families of words, synonyms, antonyms, modern foreign words and phrases, and Latin and Greek derivatives.

#### ★ for Senior High Schools

#### TWELVE WAYS TO BUILD A VOCABULARY

by Archibald Hart

The notable correlation between an individual's facility with words and his chances for successful social and vocational adjustment is sufficient inducement for ambitious young people to make a conscious effort at vocabulary improvement. This stimulating book provides twelve ways to make that effort a rewarding adventure! "It deserves a wide use."—*The Virginia Teacher*.

Each volume available in an Answer Edition at \$1.50, and a School Edition at \$1.

Write for descriptive brochure. Liberal discount and examination privilege accorded teachers and librarians.

**E. P. DUTTON & CO., Inc.**  
300 Fourth Avenue, New York, N. Y.

## GET A CAREER JOB

**Do You Earn \$1,260 to \$2,100?**

Why not try to get a Big Paid dependable 1941 job with the United States Government? Have the income justified by your education. Write immediately to Franklin Institute, Dept. N-228, Rochester, N. Y.—free 32-page Civil Service Book, with list of positions for teachers and full particulars telling you how to qualify for them.

## In Memoriam

Lois LeBaron Avery, 63, teacher of speech for 32 years in Ontario High School, Chaffey Union High School and Junior College, was known in Southern California for her work in coaching county, state, and national champions in oratory.

A civic and school leader, Miss Avery came to Ontario from Colorado in 1908. She was born near Ann Arbor, Michigan, and attended high school in that place. She was graduated with the degrees of bachelor and master of arts from Michigan University, where she majored in political science.

Miss Avery first taught in the Ontario High School and joined the faculty of Chaffey Union High School as head of the English department when the district was formed in 1911. When Chaffey Junior College was organized, she taught similar work in that school.

In the early decades Miss Avery coached many successful debating teams, advised the students who published the high school annual, the Fasti, and the newspaper, the Tattler. These duties were delegated to others as the schools grew, but she always kept the responsibility of coaching the commencement speakers for both the high school and junior college.

Orators prepared by her for competitions sponsored by the Future Farmers of America won five out of six state championships and one, Leslie Standlea, was national winner at the 1938 contest at Kansas City. In that same year another of her students won the competition sponsored by the San Bernardino County Farm Credit Association.

At Chaffey High School, Miss Avery founded the girls literary society, the Eschscholtzia club; and assisted the late Wilbur Fiske in developing the boys group, the Anthology club.

For years she taught evening classes in the Chaffey adult education program. In this work she developed the Toastmistress club for women. She was adviser and critic for this organization.

In community activities, Miss Avery was also a member of San Antonio chapter of Daughters of the American Revolution, Ontario Business and Professional Women's club, Zeta chapter of Delta Kappa Gamma, national honorary educational organization, and Shakespeare club.

## James D. Phelan Awards

TRUSTEES of the Estate of the late Senator James D. Phelan announce two fellowships for 1941-42, each carrying a stipend of \$900. They are made available annually under the terms of a bequest to bring about a further development of native California talent in literature and art.

Applicants, both men and women, must be native-born citizens of California, between the ages of 20-30. Applications must be made on forms provided for that purpose, and may be obtained from the offices of the James D. Phelan Award in Literature and Art, 507 Phelan Building, San Francisco. The competition closes February 15, 1941.

Those competing furnish the names of three persons acquainted with the applicant and his work. In addition, applicants are required to present two specimens of their handiwork. Two committees of experts in each field will be appointed by the Trustees to recommend to them the successful candidates. Awards will be made in April, 1941.

\* \* \*

## The Old Teddy Bear

*Mary Alabaster, Age 11, 6th Grade,  
Magnolia School, Riverside;  
Dorothy Mihlfred, Teacher*

I'M an old Teddy Bear,  
I sit upon the shelf,  
All alone and forgotten  
Just all by myself.

T'other day Nurse asked little boy,  
"Why don't you play with your cast-off toy?"

"All right, all right," the little boy said,  
And played with me, till I felt most dead.

The stuffing was out of me,  
I felt so hollow.  
He stuffed me with horse hair  
Till I couldn't swallow.

Then he threw me up to the high toy shelf.  
All alone and forgotten, just all by myself.  
Oh, why! Oh, why! Can't little boys  
Be more careful with their toys?

\* \* \*

Arnold A. Bowhay, president of Association of California Secondary School Principals, has appointed the following administrators on its Legislative Committee: Earle Crawford, chairman, Willows; Forrest G. Murdock, San Jose; Fred Ellis, Stockton; Jesse Hawley, Fillmore; Walter B. Knokey, Tulare.

Pi Gamma Mu, the national social science honor society, issues a 16-page bulletin of information concerning the organization. National president is Dr. S. Howard Patterson, professor of economics, University of Pennsylvania; national secretary is Dr. Leroy Allen, Southwestern College, Winfield, Kansas. Dr. Ellwood P. Cubberley, dean emeritus, School of Education, Stanford University, is a member of the National Advisory Council. Purpose of Pi Gamma Mu is the inculcation of the ideals of scholarship and social service in the study of all social problems.

\* \* \*

## Cable-Car Days

*Review by Roy W. Cloud*

EDGAR M. Kahn in his "Cable-Car Days" has given to the reading world in intimate detail a picture of San Francisco's thrilling past. This book deals with local transportation and the cable-car in particular. It describes Andrew S. Hallidie, who patented and perfected every part of the cable-car except the slot through which the clutch contacted the cable. The old horse-car and other means of transportation in San Francisco are pictured. The part the great financiers of San Francisco's Golden Seventies played is described.

Mr. Kahn, who is with the old-established brokerage firm of J. Barth & Co. of San Francisco, had access to records and reports which formed the basis of his book. The drawings which add much to the attractiveness of the volume are by William Wilke, a noted San Francisco artist. The many other illustrations are from original photographs.

Stanford University Press is the publisher and the price is \$3.

\* \* \*

## Chinese Digest

CHINESE Digest, official publication, China Cultural Society of America, now in its 6th volume, is edited by Chingwah Lee, with offices at 868 Washington Street, San Francisco. Subscription, \$1 a year; annual dues in the Society, including subscription, \$2 a year.

This praiseworthy and timely magazine is attractively printed and filled with leading articles by eminent sinologists on the art, literature, drama, history and philosophy of China. The editor states:

"Dr. Henry H. Hart, well-known author and lecturer, will be with us from time to time, as will Princess Der Ling, whose 'Old Buddha,' 'Two Years in the Forbidden City' and other personal records have delighted millions. Wallace H. Fong will be busy with his famous camera, while Lim P. Lee will cover the sociological front."

## Teachers Examinations

**N**ATIONAL Committee on Teacher Examinations, of the American Council on Education, has issued three bulletins relating to this new and far-reaching project:

1. Report of the first annual administration of the examinations and announcement of the 1941 examinations, a 24-page bulletin.

2. Analysis of the results from the first annual edition of the examinations, by John C. Flanagan (preprinted from Journal of Experimental Education, March 1941), 14 pages.

3. Professional examination of teaching candidates, a report of the first annual administration of the examinations, by David G. Ryans (preprinted from School and Society, October 5, 1940), 12 pages.

Interested persons should address National Committee on Teacher Examinations at 15 Amsterdam Avenue, New York City.

\* \* \*

Sigma Xi Quarterly is published by the Society at Burlington, Vermont, \$1 annually, single copies 25 cents; national secretary is George A. Baitzell, Yale University, New Haven, Connecticut.

Copies of the *Half-Century History and Record of Sigma Xi* published in 1936 are still available at \$3.

Stanford University and California Institute of Technology are represented on the executive committee. There are now nearly 150 chapters and clubs throughout the United States. Recently a chapter was installed at University of Southern California. F. T. Addicott of Santa Barbara State College recently received an award of Sigma Xi grants-in-aid of research.

\* \* \*

## Occupational Adjustment

**A** PLAN to help high school principals in their efforts to aid their students to become better adjusted occupationally after they leave school is under the sponsorship of the National Association of Secondary-School Principals.

Aided by a grant from General Education Board, the national association is continuing its project known as the Occupational Adjustment Study. The purpose of the second year of work is to try out in various practical school situations the survey-plan developed in an intensive study

of six high schools near New York City last year.

The Occupational Follow-up and Adjustment Service Plan involves the use of four instruments: 1. Follow-up Record Card upon which certain essential school and home background data are entered before the youth leaves school and upon which data from successive follow-ups are accumulated for tabulation and cross-analysis; 2. Post-School Inventory, a questionnaire sent to all youth at approximately 1-, 3-, and 5-year intervals after they leave school; 3. Follow-up Interview Schedule, with which a selected sample of the school-leavers are interviewed; 4. Employer Interview Schedule, with which a selected sample of the employers of the youth are interviewed.

A manual contains specific instructions

for the use of the instruments, detailed suggestions for carrying out a follow-up program, and definite suggestions for analyzing the data thus collected.

Secondary schools in all sections of the country are being invited to cooperate in conducting these uniform follow-up studies. Already schools in 25 of the 48 states have initiated the program.

Any school interested in the follow-up plan may obtain a sample set of the instruments and further information by writing to Edward Landy, director, at the national headquarters, 425 West 123rd Street, New York City.



# You're Privileged!

Eight of every 10 persons in the United States are denied a privilege YOU enjoy! As a teacher, you are eligible to apply for individual, personal, life insurance at low GROUP rates. This opportunity, this high-value offer, is open to you. Seize it! Send the coupon and we mail you full information. No agent will call.

F. P. E. A. (oldest and largest organization of its kind) brings YOU the mass buying power of many thousands. Thru it comes liberal, completely satisfactory protection. Our group rates provide, we honestly believe, the lowest cost consistent with vital safety and generous benefits.

**MAKE NO DECISION NOW;** just mail us the coupon. When fully informed, you can decide.



SINCE 1925

**NON-PROFIT**

**ASSOCIATION OF FEDERAL, STATE, COUNTY, MUNICIPAL, DISTRICT AND PUBLIC SCHOOL EMPLOYEES**

More than \$8,000,000.00 paid out in claims. Our insurance is underwritten by two of nation's finest companies: assets over \$169,000,000.00.

Age limit is 40 yrs. for new members

**FOR FULL INFORMATION**

**F.P.E.A.**  
P.O. Box 2451—S  
Denver, Colorado

Name \_\_\_\_\_

Street \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

**CLIP AND MAIL**

Without obligation, mail membership information for study at my convenience.

**LOW COST**  
Typical Examples of Semi-annual Premiums

AGE 30	\$3.25
per \$1,000	
AGE 35	\$3.41
per \$1,000	
AGE 40	\$3.96
per \$1,000	
AGE 50	\$6.96
per \$1,000	

Annual Renewable Term

JOIN US; HELP EXTEND THE MERIT SYSTEM THROUGHOUT ALL GOVERNMENTAL SERVICES.



## SCIENCE CLUB TRIPS

*Jehiel S. Davis, Teacher, Van Nuys High School, Los Angeles County*

**I**N Van Nuys High School it was recognized that when classes were taken on field trips some of the pupils were not fully able to meet the responsibilities of such experience and to profit by its lessons. These pupils represent an undesirable hazard on trips.

The solution of this problem was found by the organization of the Science Club, planned to take more elaborate trip programs than could be done by a large or an unselected group.

It did and does undertake to pick out the group of students best fitted by interest, scholarship in science, citizenship and responsibility to meet all of the requirements and needs of such a program and to benefit most by it.

The plan has worked most successfully for a period of 16 years. A recent trip is an example of this success.

The objectives were mimeographed for the students and their parents as follows:

### A. Scientific Objectives

1. Transition from Mediterranean type of climate to tropical desert.
2. Complete tour of the great Trona plant of American Potash and Chemical Company.
3. View of Panamint Valley and Wild Rose Canyon mining areas.
4. Ruins of Rhyolite, Bottle House, Bull Frog, and deserted mines.
5. Old Harmony borax mill.
6. Mushroom Rock, Artists Drive, Pluto's Pools, Bad Water, and a lecture on Death Valley.
7. A mine-train trip through a Colemanite mine.
8. Boulder Dam, Lake Mead, and motion-picture of the Boulder Project.

### B. Other Objectives

1. Training in self-reliance and cooperation.
2. Training in planning and organization of an activity.
3. Healthful outdoor activity and experience.
4. Broadening of horizons and general understandings.
5. The right kind of good fun and social training.

This trip has been done on a 4- and a 6-day schedule. The 4-day schedule works best as it is less expensive (\$6 each, total).

A large truck is used. Food is carefully planned for each meal and packed in boxes in the truck. The sides of the truck are protected from the wind, cold, or rain by canvas. A large tarp is rolled in front so that it can easily be spread for protection against rain if such rare interference should occur.

Each student takes his own lunch for the first day. The group leaves about 9 a. m., goes via Sepulveda Boulevard to Mint Canyon missing all towns, thence through Palmdale, and Lancaster to Mojave where a short stop is made. Thence via Randsburg the course leads to Trona (from natrona, Egyptian name for salt). Arrival is 2:30 p. m.

The rest of the day is spent in going through the interesting chemical plant, engaged in pumping brine from Searle's Lake through the plant and back to the lake. In the plant borax, potassium chloride, lithium chloride, sodium chloride (table salt), sodium bromide, sodium sulfate (Glauber salt), magnesium sulfate (Epsom salt), and some less important ones are taken from the brine. The process is fractional crystallization but the operation is complex and is carefully followed with explanation. The dehydration of borax is also seen.

Before dark the party proceeds 6 miles north to Valley Wells pumping station. Here, after a swim in the company pool, supper is cooked on a wood fire at the open stoves, served and enjoyed. This year turkey with dressing, cranberry sauce, corn, apple pie and cocoa formed the meal. After dinner there was some ball-playing by electric light, then a camp-fire program including the reading of a telegram just received from the student body president that our football team had won 40 to 7. Then all went to bed in their sleeping bags on the ground under the stars.

At dawn the fire committee has the stoves going and the cooks prepare bacon and eggs, also cocoa. We leave at about 7 a. m. for the long trek over the Slate Range, through Panamint Valley, Wild Rose Canyon, and Emigrant Pass into Death Valley at Stovepipe Wells. Not far on we

see the Devil's corn-field and the large sand-dunes. The former is made up of clumps of bush which resemble shocked corn because of being separated and raised by action of sand-storms and occasional sudden flood. We pass on through the valley and over Daylight Pass to Rhyolite ghost town where a population of 4 or 5 live where once were several thousands in Rhyolite and Bull Frog. Lunch is served en route.

### Death Valley Tour

Returning to Death Valley visits are made to Old Harmony Borax Mill, one of the starting points for the famous 20-mile team wagon trains, and other points in the bottom of this great sunken block. These include Artist's Drive, Pluto's Pools (salt pools), the Devil's Golf Course (fields of great rough salt crystals), Mushroom Rock (naturally sand-blasted lava), and Bad Water, lowest point in the western hemisphere. That is 279.8 feet below sea level.

We then return north and camp in a small canyon back of Texas Creek public camp. Here we have supper. In 1940 it was delicious baked beans, wieners, tea, and peaches.

After dinner we visit Furnace Creek Ranch where the highest official temperature ever recorded was observed in 1909, 134 degrees air temperature. Here a Park ranger gives an hour lecture on Death Valley. It is then back to camp and to bed on the ground under the brilliant desert sky.

**B**EFORE light the fires are going. This year breakfast was sausages, eggs, and cocoa. By 8 a. m. we were at Ryan. Here all climbed on board the little mine-train and rode away. The track leads directly into a 1600-foot tunnel, then skirts that section of the Funeral Range honeycombed with mine tunnels.

It was here we are told that John Undertaker came from Tombstone, Arizona, to the Funeral Range in the shadow of Dante's View above Death Valley to work in the Coffin Mine on the graveyard shift until he was drowned one night in Pluto's Pools and now plays golf on the Devil's Golf Course.

The party penetrates deeply into the colemanite mine where the white crystals gleam in the electric light and where the darkness is profound when the lights are turned off.

From Ryan the course takes us across many empty miles to Boulder City. Here the government motion-picture of the Boulder Project is viewed, then we see the great Dam by daylight from the top.

Camp is now made some miles away on the shores of Lake Mead. After a short swim it is supper time. This year it was ham, sweet potatoes, pineapple, and tea.

### Manual Training Teachers DEMAND The Best for School Work



F. P. M. Frame and Blades outlast all others. Used in many of the schools throughout the U. S. CONSULT YOUR DEALER

Cuts at any angle wood, iron or bakelite. Free sample of blade sent Manual Training Teachers upon request.

**F. P. MAXSON** 3722 N. Ashland Ave. Chicago, Illinois

After eating we returned to the dam and went through it with a guild lecturer.

We saw the 8 great generators in operation. Six are on the Nevada side operated by Los Angeles City; two are on the Arizona side operated by the Edison Company. They are 8 of 17 like generators to be installed as the power is needed. Each costs \$2,000,000, and each will furnish sufficient power for all the needs of a city of 500,000 people. Power capacity of the plant is 1,835,000 horsepower which exceeds any other three plants combined. The project cost \$165,000,000. During construction 600,000 men were employed each 24 hours. The cost is being paid back by the sale of power.

We went down the rock tunnel back into the Arizona mountains and saw the 50-foot by-pass tube now housing the huge feed-pipe to the Arizona turbines. This pipe is 30 feet in diameter. The control rooms and many other details rounded out the evening, then back to camp and to bed on the ground by the lake.

Soon after dawn we breakfast on bacon and eggs with hot cocoa and are off for home. We go via Las Vegas, Baker, Victorville and Little Rock to Van Nuys. This year we arrived at 5:45 p.m., not too tired and with the satisfaction of much learned and a great deal of fun, another practically perfect trip added to the long list of successful activities in the record of this club.

\* \* \*

### February 5, 1941

**N**ATIONAL Social Hygiene Day, one of America's leading public health events, will be observed for the fifth time on February 5, 1941, announces Dr. Walter Clarke, executive director, the American Social Hygiene Association.

Fifth Social Hygiene Day will be the spearhead of a concerted drive to safeguard men in military and naval training camps and in essential industries from the ravages of venereal disease. The effort this year is aimed at reducing commercialized prostitution to a minimum and keeping infection rates as low as possible in army, navy and defense industrial personnel.

Plans for the annual event include more than 5,000 community meetings in all parts of the country and four regional conferences to be held in Los Angeles, Philadelphia, St. Louis, and New Orleans.

Speaking at a recent meeting of social hygiene executives and medical officers in Washington, Dr. Ray Lyman Wilbur of California, president, American Social Hygiene Association and former Secretary of the Interior, called upon the public and civilian officials to cooperate in making their communities safe from infection.

### Lassie Come-Home

**H**ERE is a special treat for all dog lovers! Eric Knight has written one of the most poignant yet thoroughly realistic dog stories of the past decade.

Lassie, prize dog of a humble household, is sold to a wealthy family when hard times befall her original owners. Taken hundreds of miles away, Lassie starts for her old home. There is something epic in this story of a dog's weary trek.

Suitable for grades 8-12 and up; illustrated by Margaret Kirmse; 256 pages; price \$2; publisher, John C. Winston Company, Winston Building, Philadelphia.

### Tulare County Schools

**T**ULARE County Schools Bulletin, now in its 6th volume, is issued monthly by the office of Theodore R. Nickel, Tulare County Superintendent of Schools.

John G. Terry is editor of this excellently-planned and well-printed educational journal. A recent issue features the Creed of Democracy recently prepared by a group of 150 educators at Teachers College, Columbia University.

There are many news items concerning professional activities among Tulare County teachers. Congratulations to the county upon this fine bulletin.

## There's a Reason, a Time and Place for CHEWING GUM

### A Wholesome Enjoyment for Everyone

**T**HE wholesome fun of chewing gum comes naturally to everyone — just as naturally as eating or resting, for instance.

Young people enjoy the fun of chewing gum because it is a perfectly normal, healthy American custom — a custom that adds so much to everybody's daily life. But there is a time and a place for chewing gum, just as there is a time and a place for eating, resting or anything else you do.

Although the problem of "when" and "where" to enjoy chewing gum must always depend on the good judgment and common sense of each boy and girl, outstanding teachers

and leaders are helping point the way.

Popular, successful people, for instance, who always show consideration and thoughtfulness for others enjoy chewing gum themselves and pass it around to friends. But they never chew it when they think it will show lack of consideration for others, which means whenever formal behavior is expected.

Wide awake, active young Americans know that the chewing of gum fits in naturally around the home; driving in an automobile; reading or studying or doing hundreds of other things. In fact, wherever men, women and children gather together informally chewing gum adds to their enjoyment.

National Association of Chewing Gum Manufacturers, Rosebank, Staten Island, N. Y.

#### As An Aid To Good Teeth

Chewing gum daily helps keep your teeth clean and attractive. . . . Another good thing is that it provides healthful chewing exercise.

### How Authors Write . . .

We have recently published an interesting and instructive booklet by John George Hartwig. **HOW AUTHORS WRITE** is a series of intimate portraits of eighteen more prominent contemporary authors—based on interviews—revealing the inside stories of their "office methods." . . . Price 50c.

UNIVERSITY PRESS  
3908 Olive Street St. Louis, Mo.

### CTA Honor Schools

(Continued from Page 8)

luma High School, Petaluma Junior High School, Cotati Branch Junior High, and Penngrove Branch Junior High.

Santa Rosa City **ALL 100%**—Fremont, Burbank, Lincoln, South Park, Junior High School, and Santa Rosa High School.

Stanislaus County—Belpassi, Bonita, Ceres Elementary, Cole, Denair, Empire Union, Hart, Hickman, Hughson, Jackson, Keyes, Knights Ferry, Lowell, McHenry, Mt. View, Oakdale Union School and East Side Primary at Oakdale, Ransom, Riverbank, Roberts Ferry, Salida, Shiloh, Stoddard, Hawthorne and Lowell at Turlock, Valley Home, and Washington.

Tuolumne—Bellevue, Big Oak Flat, Buck Meadows, Chinese Camp, Columbia, Corner, Groveland, Jamestown, Long Barn, Moccasin Creek, Phoenix, Quartz, Rawhide, Soulsbyville, Tuttle town, Twain Harte, Wards Ferry, and Sonora High School.

Alameda City—**THE WHOLE CITY 100%**—Haight, Lincoln, Longfellow, Mastick, Porter, Sadler, Versailles, Washington, and Alameda High School.

Berkeley—Columbus, Emerson, Jefferson, John Muir, Le Conte, Oxford, Washington, and Willard Junior High.

"Gel-Sten Films are Better"



Every School Room Should Have A  
**GEL-STEN DUPLICATOR**

Make our store your headquarters for the most complete line in the West of Hectograph supplies and materials, including all Gel-Sten Activity Units, Morgan-Dillon Workbooks, American Educational Press, Hoyer, and Champion units.

Complete Catalogue upon request

**GEL-STEN SUPPLY CO.**

Phone Pr. 5818

1111 W. Pico Blvd. Los Angeles

**BUSINESS MEN'S  
ASSURANCE COMPANY**  
SAN FRANCISCO, CALIFORNIA  
1182 Market Street

ANNUITIES LIFE INSURANCE  
DISABILITY INSURANCE WITH  
HOSPITALIZATION

#### Coupon

Without obligation on my part, please send me information with regard to the plan checked:

Annuity ☐ Life Insurance ☐  
Disability Insurance ☐

Date of birth.....

Name.....

Address.....

San Jose—Anne Darling, College Park, Grant, Hester, Horace Mann, Jefferson, Lincoln, Lincoln Glen, Longfellow, Lowell, Selma Olinder, M. R. Trace, Washington, Willow Glen, Edison High School, Technical High School, Peter H. Burnett Junior High, Herbert Hoover Junior High, Theodore Roosevelt Junior High, and Woodrow Wilson Junior High.

Stockton—Bungalow, Luther Burbank, El Dorado, Fair Oaks, Franklin, Fremont, Grant, Lottie Grunsky, Jackson, Jefferson, Junior Trade, Lafayette, Lincoln, McKinley, Monroe, Roosevelt, Victory, Washington, Weber, Weber Primary, Woodrow Wilson, Bret Harte Preventorium, Bret Harte Sanatorium, Schneider Vocational, and Stockton High.

Vallejo—Bay Terrace, Farragut, Grant, Lincoln, McKinley, Roosevelt, and Vallejo Junior High.—E. G. Gridley, Bay secretary.

### Central Section

Kern Division—Arvin Federal Emergency, Beardsley, Belridge, Blake, Camp Owen, Delano Joint Union High, Elk Hills, Fairfax, Fruitvale, Garlock, Indian, Isabella, Kern General Hospital, Maricopa Unified Elementary, Maricopa Unified High, Midway, McFarland Elementary, Olig, Red Rock, Rosedale Union, South Fork Union, Thomas Jefferson, Vineland, Wasco Elementary.—A. Ralph Brooding, Joint Union High School, Delano.

Kings County—Corcoran Union High, Hanford Joint Union High, Lemoore Union High, Armona, Crescent, Eureka, Lincoln School at Hanford, Hardwick, King, Lemoore Union Elementary, New Home, Oakvale, Kettleman City, Reece-Sunset Elementary District, Tensmuir, Youd.—J. E. Meadows, County Superintendent of Schools, Hanford.

Madera County—Ahwahnee Sanatorium, Alpha, Bailey Flat, Bethel, Chowchilla Elementary Schools, Chowchilla Union High, Dennis, Fresno, Green, Hawkins, Howard, Knowles, Madera Union High, Madera Elementary Schools, Manzanita, North Fork Union, Polk, Ripperdan, Spring Valley, Tharsa.—M. Allen, Secretary of Madera CTA.

Tulare County—County Office; Alpaugh Unified; Chatham; Cottonwood; Cutler; Dinuba—Washington, Roosevelt, Lincoln, Jefferson; Ducor Union; East Lynne; Elderwood Union; Grand View; Hope; Ivanhoe; Kaweah; Laurel; Lemon Cove; Lindcove; Linder; Lindsay Unified—Washington Jefferson; Lovell; Nickerson; Oakdale; Oak Grove; Olive; Orosi; Outside Creek; Paloma; Pixley Union; Pleasant View; Porterville—Bellevue, Roche Avenue, Vandalia, Vine Street; Richgrove; Posey; Rockford; Stone Corral; Strathmore Union; Sultana Joint; Sunnyside Union; Terra Bella Union; Tulare—Cherry Ave-

nue, Central, Lincoln, Roosevelt; Vincent; Visalia—Carrie Barnett, Conyer, Highland, Highway, Sierra Vista, Washington, Webster; Waukena Union; White River; Woodlake Elementary; Yettem; Exeter Union High; Orosi Union High; Woodlake Union High.—Theo. R. Nickel, Visalia.

Add to Tulare County List—Central, Goshen, Kings River, Orange, Taurusa, Strathmore Union High.—Theo R. Nickel, Tulare.

Bakersfield—Franklin, Lowell, Hawthorne, McKinley, Jefferson, Longfellow, Horace Mann, William Penn, Union Avenue.—Eva Marie Janzen, Bakersfield.

### Northern Section

Amador County—Ione Union High.

Butte County—Durham Union High, Thermalito, Burbank.

Butte County—City of Chico: Bidwell, Central, Chapman, Citrus, College, Linden, Oakdale, Paradise, Rosedale, and Salem Schools.

Butte County—Oroville: Eastside, Bird Street; Palermo Elementary, East Gridley Elementary.

Colusa County—Colusa High, Pierce High, Williams High.

Glenn County—Agua Fria Elementary, Orland High, Orland Elementary.

Glenn County—Orland High, Agua Fria, German.

Lassen County—Bridgeport, Janesville, Willow Creek, Butte, Standish, Soldier Bridge, Constantia, Long Valley, Honey Lake Juniper, Providence, Bieber, Pit River, Center, Riverside, Amedee, Richmond, Milford, Missouri Bend, Bird Flat, Lake, Madeline, Johnstonville, Ravendale, Bieber High; Lassen County Superintendent of School Office.—E. P. Mapes, Willows.

Lassen County—Dixie Valley, Bieber Branch Lassen Union High, Westwood: Elementary, Junior-Senior High.—Wallace C. Mass, Susanville.

Nevada County—Birchville, Chicago Park, Clear Creek, Floriston, Forest Springs, Grass Valley Elementary, Grass Valley High, Indian Springs, Kentucky Flat, North Bloomfield, North San Juan, Rough and Ready, Truckee, Pleasant Valley, Washington, Mooney Flat Emergency, Meadow Lake High School.—Walter A. Carlson, Nevada City.

Shasta County—Redding: Elementary, High.

Tehama County—Corning Elementary.

\* \* \*

Vaughn D. Seidel, of Oakland, is president, Lambda Chapter PDK, at University of California, Berkeley; Dean Frank N. Freeman is the faculty sponsor. The Chapter issues a praiseworthy mimeographed news bulletin. Dr. Aubrey Douglas is state coordinator for California for PDK.



## Deans of Women

*Ethel Cobb Souza, Publicity Chairman, NADW, Marin Junior College, Kentfield, Marin County*

**N**ATIONAL Association of Deans of Women meets February 18-21, 1941, at Haddon Hall, Atlantic City, New Jersey, in its 25th annual convention.

Dean Adah Pierce of Hiram College, chairman of the program committee, announces Facing the Future of Women's Education in a Reorganized World as the theme.

There are well over one thousand women doing the work of a dean (in all sections of the United States, as well as other countries) who are members of the National Association.

Officers are: president — Sarah G. Blanding, University of Kentucky, Lexington; vice-president — N. Eunice Hilton, Syracuse University; treasurer — Elizabeth B. Oakes, State Teachers College, Milwaukee; executive secretary — Kathryn G. Heath, national headquarters, 1201 Sixteenth Street, N.W., Washington, D. C.

## Let's Fly

*Review by Roy W. Cloud*

**M**ISS Frances Norene Ahl, teacher of civics in Glendale High School, has published the second of her interesting travel stories. In this book she gives her impressions of the 30,000 mile flight over the Pacific in the big four-motored California Clipper. Honolulu, Midway, Wake Island, and Guam, the stopping places on the trans-Pacific flight, are pictured.

Experiences in Cambodia and the splendors of Thailand are vividly reproduced. Scenes in the Netherland Indies and in Malaya, the great food-centers of the East, are portrayed. Australia, the great continental island, is vividly brought to the attention of the readers.

This book is good for anyone who enjoys travel and should be of interest to students of world affairs. It is published by Christopher Publishing Company of Boston, and the price is \$2.

\*\*\*

Jay E. Partridge, Butte County Superintendent of Schools, Oroville, has begun the issuance of *Butte County School Bulletin*. Initial issue, December 1940, comprised 10 mimeographed pages with illustration.

The well prepared bulletin contains materials of interest and help to all Butte County teachers. There are several excellent articles by teachers.

Congratulations to Mr. Partridge and the school people of Butte County upon the inauguration of this helpful publication.

## Pan-Pacific

**P**AN-PACIFIC Union, Honolulu, publishes the magazine *Pan-Pacific*. Certain special issues of this sumptuously-illustrated journal are of great interest and help to teachers of social sciences, history, geography, Pacific affairs, and other subjects dealing with the Pacific and the Orient.

California schools and school libraries could well afford to obtain sets of these valuable issues.

Notable special issues include,—the Phil-

ippines (January-March 1938); French Indo-China (October-December 1938); Japan (July-September 1939) and Shanghai International Settlement (July-September 1940).

These issues all contain much official and authentic material and are used in numerous schools in Hawaii as special texts in social studies.

Although the regular price is 50 cents each, Pan-Pacific Union gives a special price to teachers and school departments of 25 cents each in lots of 100. Address Ann Y. Satterthwaite, Pan-Pacific Union, Honolulu.

READY-MADE  
**Resolution**  
FOR 1941

**Resolved**  
That I will deposit \$  
in my savings account  
each month in 1941  
Signed \_\_\_\_\_

**N**OW, while you think of it, fill in and sign the above resolution. Then clip it to your calendar as a reminder to start your savings program right now.

No resolution you could make will mean more to your peace of mind in 1941 . . . or your security and ability to seize opportunities in the years to come.

**AMERICAN TRUST  
COMPANY**  
*Banking Since 1854*

Head Office:  
San Francisco



Many Offices Serving  
Northern California

MEMBER FEDERAL RESERVE SYSTEM  
MEMBER F.D.I.C.

## GET A CAREER JOB

**Do You Earn \$1,260 to \$2,100?**

Why not try to get a Big Paid dependable 1941 job with the United States Government? Have the income justified by your education. Write immediately to Franklin Institute, Dept. N-228, Rochester, N. Y.—from 32-page Civil Service Book, with list of positions for teachers and full particulars telling you how to qualify for them.

### In Memoriam

Lois LeBaron Avery, 63, teacher of speech for 32 years in Ontario High School, Chaffey Union High School and Junior College, was known in Southern California for her work in coaching county, state, and national champions in oratory.

A civic and school leader, Miss Avery came to Ontario from Colorado in 1908. She was born near Ann Arbor, Michigan, and attended high school in that place. She was graduated with the degrees of bachelor and master of arts from Michigan University, where she majored in political science.

Miss Avery first taught in the Ontario High School and joined the faculty of Chaffey Union High School as head of the English department when the district was formed in 1911. When Chaffey Junior College was organized, she taught similar work in that school.

In the early decades Miss Avery coached many successful debating teams, advised the students who published the high school annual, the *Fasti*, and the newspaper, the *Tattler*. These duties were delegated to others as the schools grew, but she always kept the responsibility of coaching the commencement speakers for both the high school and junior college.

Orators prepared by her for competitions sponsored by the Future Farmers of America won five out of six state championships and one, Leslie Standlee, was national winner at the 1938 contest at Kansas City. In that same year another of her students won the competition sponsored by the San Bernardino County Farm Credit Association.

At Chaffey High School, Miss Avery founded the girls literary society, the *Eschscholtzia* club; and assisted the late Wilbur Fiske in developing the boys group, the *Anthology* club.

For years she taught evening classes in the Chaffey adult education program. In this work she developed the *Toastmistress* club for women. She was adviser and critic for this organization.

In community activities, Miss Avery was also a member of San Antonio chapter of Daughters of the American Revolution, Ontario Business and Professional Women's club, Zeta chapter of Delta Kappa Gamma, national honorary educational organization, and Shakespeare club.

### James D. Phelan Awards

TRUSTEES of the Estate of the late Senator James D. Phelan announce two fellowships for 1941-42, each carrying a stipend of \$900. They are made available annually under the terms of a bequest to bring about a further development of native California talent in literature and art.

Applicants, both men and women, must be native-born citizens of California, between the ages of 20-30. Applications must be made on forms provided for that purpose, and may be obtained from the offices of the James D. Phelan Award in Literature and Art, 507 Phelan Building, San Francisco. The competition closes February 15, 1941.

Those competing furnish the names of three persons acquainted with the applicant and his work. In addition, applicants are required to present two specimens of their handiwork. Two committees of experts in each field will be appointed by the Trustees to recommend to them the successful candidates. Awards will be made in April, 1941.

\* \* \*

### The Old Teddy Bear

*Mary Alabaster, Age 11, 6th Grade,  
Magnolia School, Riverside;  
Dorothy Mihlfred, Teacher*

I'M an old Teddy Bear,  
I sit upon the shelf,  
All alone and forgotten  
Just all by myself.

T'other day Nurse asked little boy,  
"Why don't you play with your cast-off toy?"

"All right, all right," the little boy said,  
And played with me, till I felt most dead.

The stuffing was out of me,  
I felt so hollow.  
He stuffed me with horse hair  
Till I couldn't swallow.

Then he threw me up to the high toy shelf.  
All alone and forgotten, just all by myself.  
Oh, why! Oh, why! Can't little boys  
Be more careful with their toys?

\* \* \*

Arnold A. Bowhay, president of Association of California Secondary School Principals, has appointed the following administrators on its Legislative Committee: Earle Crawford, chairman, Willows; Forrest G. Murdock, San Jose; Fred Ellis, Stockton; Jesse Hawley, Fillmore; Walter B. Knokey, Tulare.

Pi Gamma Mu, the national social science honor society, issues a 16-page bulletin of information concerning the organization. National president is Dr. S. Howard Patterson, professor of economics, University of Pennsylvania; national secretary is Dr. Leroy Allen, Southwestern College, Winfield, Kansas. Dr. Ellwood P. Cubberley, dean emeritus, School of Education, Stanford University, is a member of the National Advisory Council. Purpose of Pi Gamma Mu is the inculcation of the ideals of scholarship and social service in the study of all social problems.

\* \* \*

### Cable-Car Days

*Review by Roy W. Cloud*

EDGAR M. Kahn in his "Cable-Car Days" has given to the reading world in intimate detail a picture of San Francisco's thrilling past. This book deals with local transportation and the cable-car in particular. It describes Andrew S. Hallidie, who patented and perfected every part of the cable-car except the slot through which the clutch contacted the cable. The old horse-car and other means of transportation in San Francisco are pictured. The part the great financiers of San Francisco's Golden Seventies played is described.

Mr. Kahn, who is with the old-established brokerage firm of J. Barth & Co. of San Francisco, had access to records and reports which formed the basis of his book. The drawings which add much to the attractiveness of the volume are by William Wilke, a noted San Francisco artist. The many other illustrations are from original photographs.

Stanford University Press is the publisher and the price is \$3.

\* \* \*

### Chinese Digest

CHINESE Digest, official publication, China Cultural Society of America, now in its 6th volume, is edited by Chingwah Lee, with offices at 868 Washington Street, San Francisco. Subscription, \$1 a year; annual dues in the Society, including subscription, \$2 a year.

This praiseworthy and timely magazine is attractively printed and filled with leading articles by eminent sinologists on the art, literature, drama, history and philosophy of China. The editor states:

"Dr. Henry H. Hart, well-known author and lecturer, will be with us from time to time, as will Princess Der Ling, whose 'Old Buddha,' 'Two Years in the Forbidden City' and other personal records have delighted millions. Wallace H. Fong will be busy with his famous camera, while Lim P. Lee will cover the sociological front."

## Teachers Examinations

**N**ATIONAL Committee on Teacher Examinations, of the American Council on Education, has issued three bulletins relating to this new and far-reaching project:

1. Report of the first annual administration of the examinations and announcement of the 1941 examinations, a 24-page bulletin.
2. Analysis of the results from the first annual edition of the examinations, by John C. Flanagan (preprinted from Journal of Experimental Education, March 1941), 14 pages.
3. Professional examination of teaching candidates, a report of the first annual administration of the examinations, by David G. Ryans (preprinted from School and Society, October 5, 1940), 12 pages.

Interested persons should address National Committee on Teacher Examinations at 15 Amsterdam Avenue, New York City.

\* \* \*

Sigma Xi Quarterly is published by the Society at Burlington, Vermont, \$1 annually, single copies 25 cents; national secretary is George A. Baitzell, Yale University, New Haven, Connecticut.

Copies of the Half-Century History and Record of Sigma Xi published in 1936 are still available at \$3.

Stanford University and California Institute of Technology are represented on the executive committee. There are now nearly 150 chapters and clubs throughout the United States. Recently a chapter was installed at University of Southern California. F. T. Addicott of Santa Barbara State College recently received an award of Sigma Xi grants-in-aid of research.

\* \* \*

## Occupational Adjustment

**A** PLAN to help high school principals in their efforts to aid their students to become better adjusted occupationally after they leave school is under the sponsorship of the National Association of Secondary-School Principals.

Aided by a grant from General Education Board, the national association is continuing its project known as the Occupational Adjustment Study. The purpose of the second year of work is to try out in various practical school situations the survey-plan developed in an intensive study

of six high schools near New York City last year.

The Occupational Follow-up and Adjustment Service Plan involves the use of four instruments: 1. Follow-up Record Card upon which certain essential school and home background data are entered before the youth leaves school and upon which data from successive follow-ups are accumulated for tabulation and cross-analysis; 2. Post-School Inventory, a questionnaire sent to all youth at approximately 1-, 3-, and 5-year intervals after they leave school; 3. Follow-up Interview Schedule, with which a selected sample of the school-leavers are interviewed; 4. Employer Interview Schedule, with which a selected sample of the employers of the youth are interviewed.

A manual contains specific instructions

for the use of the instruments, detailed suggestions for carrying out a follow-up program, and definite suggestions for analyzing the data thus collected.

Secondary schools in all sections of the country are being invited to cooperate in conducting these uniform follow-up studies. Already schools in 25 of the 48 states have initiated the program.

Any school interested in the follow-up plan may obtain a sample set of the instruments and further information by writing to Edward Landy, director, at the national headquarters, 425 West 123rd Street, New York City.



# You're Privileged!

Eight of every 10 persons in the United States are denied a privilege YOU enjoy! As a teacher, you are eligible to apply for individual, personal, life insurance at low GROUP rates. This opportunity, this high-value offer, is open to you. Seize it! Send the coupon and we mail you full information. No agent will call.

F. P. E. A. (oldest and largest organization of its kind) brings YOU the mass buying power of many thousands. Thru it comes liberal, completely satisfactory protection. Our group rates provide, we honestly believe, the lowest cost consistent with vital safety and generous benefits.

**MAKE NO DECISION NOW;** just mail us the coupon. When fully informed, you can decide.



**ASSOCIATION OF FEDERAL, STATE, COUNTY, MUNICIPAL, DISTRICT AND PUBLIC SCHOOL EMPLOYEES**

More than \$8,000,000.00 paid out in claims.  
Our insurance is underwritten by two of nation's finest companies: assets over \$169,000,000.00.

**FOR FULL INFORMATION**

Age limit is 60 yrs. for new members

F.P.E.A.  
P.O. Box 2451—S  
Denver, Colorado

Name \_\_\_\_\_

Street \_\_\_\_\_

Address \_\_\_\_\_

**CLIP AND MAIL**  
Without obligation, mail membership information for study at my convenience.

City \_\_\_\_\_

State \_\_\_\_\_

LOW COST	
Typical Examples of Semi-annual Premiums	
AGE 30 ..	\$3.25 per \$1,000
AGE 35 ..	\$3.41 per \$1,000
AGE 40 ..	\$3.96 per \$1,000
AGE 50 ..	\$6.96 per \$1,000
Annual Renewable Term	

**JOIN US, HELP EXTEND THE MERIT SYSTEM THROUGHOUT ALL GOVERNMENTAL SERVICES.**



## SCIENCE CLUB TRIPS

*Jehiel S. Davis, Teacher, Van Nuys High School, Los Angeles County*

**I**N Van Nuys High School it was recognized that when classes were taken on field trips some of the pupils were not fully able to meet the responsibilities of such experience and to profit by its lessons. These pupils represent an undesirable hazard on trips.

The solution of this problem was found by the organization of the Science Club, planned to take more elaborate trip programs than could be done by a large or an unselected group.

It did and does undertake to pick out the group of students best fitted by interest, scholarship in science, citizenship and responsibility to meet all of the requirements and needs of such a program and to benefit most by it.

The plan has worked most successfully for a period of 16 years. A recent trip is an example of this success.

The objectives were mimeographed for the students and their parents as follows:

### A. Scientific Objectives

1. Transition from Mediterranean type of climate to tropical desert.
2. Complete tour of the great Trona plant of American Potash and Chemical Company.
3. View of Panamint Valley and Wild Rose Canyon mining areas.
4. Ruins of Rhyolite, Bottle House, Bull Frog, and deserted mines.
5. Old Harmony borax mill.
6. Mushroom Rock, Artists Drive, Pluto's Pools, Bad Water, and a lecture on Death Valley.
7. A mine-train trip through a Colemanite mine.
8. Boulder Dam, Lake Mead, and motion-picture of the Boulder Project.

### B. Other Objectives

1. Training in self-reliance and cooperation.
2. Training in planning and organization of an activity.
3. Healthful outdoor activity and experience.
4. Broadening of horizons and general understandings.
5. The right kind of good fun and social training.

This trip has been done on a 4- and a 6-day schedule. The 4-day schedule works best as it is less expensive (\$6 each, total).

A large truck is used. Food is carefully planned for each meal and packed in boxes in the truck. The sides of the truck are protected from the wind, cold, or rain by canvas. A large tarp is rolled in front so that it can easily be spread for protection against rain if such rare interference should occur.

Each student takes his own lunch for the first day. The group leaves about 9 a. m., goes via Sepulveda Boulevard to Mint Canyon missing all towns, thence through Palmdale, and Lancaster to Mojave where a short stop is made. Thence via Randsburg the course leads to Trona (from natrona, Egyptian name for salt). Arrival is 2-3 p. m.

The rest of the day is spent in going through the interesting chemical plant, engaged in pumping brine from Searle's Lake through the plant and back to the lake. In the plant borax, potassium chloride, lithium chloride, sodium chloride (table salt), sodium bromide, sodium sulfate (Glauber salt), magnesium sulfate (Epsom salt), and some less important ones are taken from the brine. The process is fractional crystallization but the operation is complex and is carefully followed with explanation. The dehydration of borax is also seen.

Before dark the party proceeds 6 miles north to Valley Wells pumping station. Here, after a swim in the company pool, supper is cooked on a wood fire at the open stoves, served and enjoyed. This year turkey with dressing, cranberry sauce, corn, apple pie and cocoa formed the meal. After dinner there was some ball-playing by electric light, then a camp-fire program including the reading of a telegram just received from the student body president that our football team had won 40 to 7. Then all went to bed in their sleeping bags on the ground under the stars.

At dawn the fire committee has the stoves going and the cooks prepare bacon and eggs, also cocoa. We leave at about 7 a. m. for the long trek over the Slate Range, through Panamint Valley, Wild Rose Canyon, and Emigrant Pass into Death Valley at Stovepipe Wells. Not far on we

see the Devil's corn-field and the large sand-dunes. The former is made up of clumps of bush which resemble shocked corn because of being separated and raised by action of sand-storms and occasional sudden flood. We pass on through the valley and over Daylight Pass to Rhyolite ghost town where a population of 4 or 5 live where once were several thousands in Rhyolite and Bull Frog. Lunch is served en route.

### Death Valley Tour

Returning to Death Valley visits are made to Old Harmony Borax Mill, one of the starting points for the famous 20-mule team wagon trains, and other points in the bottom of this great sunken block. These include Artist's Drive, Pluto's Pools (salt pools), the Devil's Golf Course (fields of great rough salt crystals), Mushroom Rock (naturally sand-blasted lava), and Bad Water, lowest point in the western hemisphere. That is 279.8 feet below sea level.

We then return north and camp in a small canyon back of Texas Creek public camp. Here we have supper. In 1940 it was delicious baked beans, wieners, tea, and peaches.

After dinner we visit Furnace Creek Ranch where the highest official temperature ever recorded was observed in 1909, 134 degrees air temperature. Here a Park ranger gives an hour lecture on Death Valley. It is then back to camp and to bed on the ground under the brilliant desert sky.

**B**EFORE light the fires are going. This year breakfast was sausages, eggs, and cocoa. By 8 a. m. we were at Ryan. Here all climbed on board the little mine-train and rode away. The track leads directly into a 1600-foot tunnel, then skirts that section of the Funeral Range honeycombed with mine tunnels.

It was here we are told that John Undertaker came from Tombstone, Arizona, to the Funeral Range in the shadow of Dante's View above Death Valley to work in the Coffin Mine on the graveyard shift until he was drowned one night in Pluto's Pools and now plays golf on the Devil's Golf Course.

The party penetrates deeply into the colemanite mine where the white crystals gleam in the electric light and where the darkness is profound when the lights are turned off.

From Ryan the course takes us across many empty miles to Boulder City. Here the government motion-picture of the Boulder Project is viewed, then we see the great Dam by daylight from the top.

Camp is now made some miles away on the shores of Lake Mead. After a short swim it is supper time. This year it was ham, sweet potatoes, pineapple, and tea.

### Manual Training Teachers

DEMAND

### The Best for School Work



F. P. M. Frame and Blades outlast all others. Used in many of the schools throughout the U.S. CONSULT YOUR DEALER

Cuts at any angle wood, iron or bakelite. Free sample of blade sent Manual Training Teachers upon request.

**F. P. MAXSON** 3722 N. Ashland Ave. Chicago, Illinois

After eating we returned to the dam and went through it with a guild lecturer.

We saw the 8 great generators in operation. Six are on the Nevada side operated by Los Angeles City; two are on the Arizona side operated by the Edison Company. They are 8 of 17 like generators to be installed as the power is needed. Each costs \$2,000,000, and each will furnish sufficient power for all the needs of a city of 500,000 people. Power capacity of the plant is 1,835,000 horsepower which exceeds any other three plants combined. The project cost \$165,000,000. During construction 600,000 men were employed each 24 hours. The cost is being paid back by the sale of power.

We went down the rock tunnel back into the Arizona mountains and saw the 50-foot by-pass tube now housing the huge feed-pipe to the Arizona turbines. This pipe is 30 feet in diameter. The control rooms and many other details rounded out the evening, then back to camp and to bed on the ground by the lake.

Soon after dawn we breakfast on bacon and eggs with hot cocoa and are off for home. We go via Las Vegas, Baker, Victorville and Little Rock to Van Nuys. This year we arrived at 5:45 p.m., not too tired and with the satisfaction of much learned and a great deal of fun, another practically perfect trip added to the long list of successful activities in the record of this club.

\* \* \*

## February 5, 1941

**N**ATIONAL Social Hygiene Day, one of America's leading public health events, will be observed for the fifth time on February 5, 1941, announces Dr. Walter Clarke, executive director, the American Social Hygiene Association.

Fifth Social Hygiene Day will be the spearhead of a concerted drive to safeguard men in military and naval training camps and in essential industries from the ravages of venereal disease. The effort this year is aimed at reducing commercialized prostitution to a minimum and keeping infection rates as low as possible in army, navy and defense industrial personnel.

Plans for the annual event include more than 5,000 community meetings in all parts of the country and four regional conferences to be held in Los Angeles, Philadelphia, St. Louis, and New Orleans.

Speaking at a recent meeting of social hygiene executives and medical officers in Washington, Dr. Ray Lyman Wilbur of California, president, American Social Hygiene Association and former Secretary of the Interior, called upon the public and civilian officials to cooperate in making their communities safe from infection.

## Lassie Come-Home

**H**ERE is a special treat for all dog lovers! Eric Knight has written one of the most poignant yet thoroughly realistic dog stories of the past decade.

Lassie, prize dog of a humble household, is sold to a wealthy family when hard times befall her original owners. Taken hundreds of miles away, Lassie starts for her old home. There is something epic in this story of a dog's weary trek.

Suitable for grades 8-12 and up; illustrated by Margaret Kirmse; 256 pages; price \$2; publisher, John C. Winston Company, Winston Building, Philadelphia.

## Tulare County Schools

**T**ULARE County Schools Bulletin, now in its 6th volume, is issued monthly by the office of Theodore R. Nickel, Tulare County Superintendent of Schools.

John G. Terry is editor of this excellently-planned and well-printed educational journal. A recent issue features the Creed of Democracy recently prepared by a group of 150 educators at Teachers College, Columbia University.

There are many news items concerning professional activities among Tulare County teachers. Congratulations to the county upon this fine bulletin.

## There's a Reason, a Time and Place for CHEWING GUM

### A Wholesome Enjoyment for Everyone

**T**HE wholesome fun of chewing gum comes naturally to everyone — just as naturally as eating or resting, for instance.

Young people enjoy the fun of chewing gum because it is a perfectly normal, healthy American custom — a custom that adds so much to everybody's daily life. But there is a time and a place for chewing gum, just as there is a time and a place for eating, resting or anything else you do.

Although the problem of "when" and "where" to enjoy chewing gum must always depend on the good judgment and common sense of each boy and girl, outstanding teachers

and leaders are helping point the way.

Popular, successful people, for instance, who always show consideration and thoughtfulness for others enjoy chewing gum themselves and pass it around to friends. But they never chew it when they think it will show lack of consideration for others, which means whenever formal behavior is expected.

Wide-awake, active young Americans know that the chewing of gum fits in naturally around the home; driving in an automobile; reading or studying or doing hundreds of other things. In fact, wherever men, women and children gather together informally chewing gum adds to their enjoyment.

National Association of Chewing Gum Manufacturers, Rosebank, Staten Island, N. Y.

### As An Aid To Good Teeth

Chewing gum daily helps keep your teeth clean and attractive. . . . Another good thing is that it provides healthful chewing exercise.

### How Authors Write . . .

We have recently published an interesting and instructive booklet by John George Hartwig. **HOW AUTHORS WRITE** is a series of intimate portraits of eighteen more prominent contemporary authors—based on interviews—revealing the inside stories of their "office methods." . . . Price 50c.

UNIVERSITY PRESS  
3908 Olive Street St. Louis, Mo.

### CTA Honor Schools

(Continued from Page 8)

luma High School, Petaluma Junior High School, Cotati Branch Junior High, and Penngrove Branch Junior High.

Santa Rosa City **ALL 100%**—Fremont, Burbank, Lincoln, South Park, Junior High School, and Santa Rosa High School.

Stanislaus County—Belpassi, Bonita, Ceres Elementary, Cole, Denair, Empire Union, Hart, Hickman, Hughson, Jackson, Keyes, Knights Ferry, Lowell, McHenry, Mt. View, Oakdale Union School and East Side Primary at Oakdale, Ransom, Riverbank, Roberts Ferry, Salida, Shiloh, Stoddard, Hawthorne and Lowell at Turlock, Valley Home, and Washington.

Tuolumne—Bellevue, Big Oak Flat, Buck Meadows, Chinese Camp, Columbia, Corner, Groveland, Jamestown, Long Barn, Moccasin Creek, Phoenix, Quartz, Rawhide, Soulsbyville, Tuttletown, Twain Harte, Wards Ferry, and Sonora High School.

Alameda City—**THE WHOLE CITY 100%**—Haight, Lincoln, Longfellow, Mastick, Porter, Sadler, Versailles, Washington, and Alameda High School.

Berkeley—Columbus, Emerson, Jefferson, John Muir, Le Conte, Oxford, Washington, and Willard Junior High.

"Gel-Sten Films are Better"



Every School Room Should Have A  
**GEL-STEN DUPLICATOR**

Make our store your headquarters for the most complete line in the West of Hectograph supplies and materials, including all Gel-Sten Activity Units, Morgan-Dillon Workbooks, American Educational Press, Heyer, and Champion units.

Complete Catalogue upon request  
**GEL-STEN SUPPLY CO.**  
Phone Pr. 5818  
1111 W. Pico Blvd. Los Angeles

**BUSINESS MEN'S  
ASSURANCE COMPANY**  
SAN FRANCISCO, CALIFORNIA  
1182 Market Street

ANNUITIES LIFE INSURANCE  
DISABILITY INSURANCE WITH  
HOSPITALIZATION

#### Coupon

Without obligation on my part, please send me information with regard to the plan checked:

Annuity ☐ Life Insurance ☐  
Disability Insurance ☐  
Date of birth.....  
Name.....  
Address.....

San Jose—Anne Darling, College Park, Grant, Hester, Horace Mann, Jefferson, Lincoln, Lincoln Glen, Longfellow, Lowell, Selma Olinder, M. R. Trace, Washington, Willow Glen, Edison High School, Technical High School, Peter H. Burnett Junior High, Herbert Hoover Junior High, Theodore Roosevelt Junior High, and Woodrow Wilson Junior High.

Stockton—Bungalow, Luther Burbank, El Dorado, Fair Oaks, Franklin, Fremont, Grant, Lottie Grunsky, Jackson, Jefferson, Junior Trade, Lafayette, Lincoln, McKinley, Monroe, Roosevelt, Victory, Washington, Weber, Weber Primary, Woodrow Wilson, Bret Harte Preventorium, Bret Harte Sanatorium, Schneider Vocational, and Stockton High.

Vallejo—Bay Terrace, Farragut, Grant, Lincoln, McKinley, Roosevelt, and Vallejo Junior High.—E. G. Gridley, Bay secretary.

### Central Section

Kern Division—Arvin Federal Emergency, Beardsley, Belridge, Blake, Camp Owen, Delano Joint Union High, Elk Hills, Fairfax, Fruitvale, Garlock, Indian, Isabella, Kern General Hospital, Maricopa Unified Elementary, Maricopa Unified High, Midway, McFarland Elementary, Olig, Red Rock, Rosedale Union, South Fork Union, Thomas Jefferson, Vineland, Wasco Elementary.—A. Ralph Brooding, Joint Union High School, Delano.

Kings County—Corcoran Union High, Hanford Joint Union High, Lemoore Union High, Armona, Crescent, Eureka, Lincoln School at Hanford, Hardwick, King, Lemoore Union Elementary, New Home, Oakvale, Kettleman City, Reefer-Sunset Elementary District, Tensmair, Youd.—J. E. Meadows, County Superintendent of Schools, Hanford.

Madera County—Ahwahnee Sanatorium, Alpha, Bailey Flat, Bethel, Chowchilla Elementary Schools, Chowchilla Union High, Dennis, Fresno, Green, Hawkins, Howard, Knowles, Madera Union High, Madera Elementary Schools, Manzanita, North Fork Union, Polk, Ripperdan, Spring Valley, Tharsa.—M. Allen, Secretary of Madera CTA.

Tulare County—County Office; Alpaugh Unified; Chatham; Cottonwood; Cutler; Dinuba—Washington, Roosevelt, Lincoln, Jefferson; Ducor Union; East Lynne; Elderwood Union; Grand View; Hope; Ivanhoe; Kaweah; Laurel; Lemon Cove; Lindcove; Linder; Lindsay Unified—Washington Jefferson; Lovell; Nickerson; Oakdale; Oak Grove; Olive; Orosi; Outside Creek; Paloma; Pixley Union; Pleasant View; Porterville—Bellevue, Roche Avenue, Vandalia, Vine Street; Richgrove; Posey; Rockford; Stone Corral; Strathmore Union; Sultana Joint; Sunnyside Union; Terra Bella Union; Tulare—Cherry Ave-

nue, Central, Lincoln, Roosevelt; Vincent; Visalia—Carrie Barnett, Conyer, Highland, Highway, Sierra Vista, Washington, Webster; Waukena Union; White River; Woodlake Elementary; Yettem; Exeter Union High; Orosi Union High; Woodlake Union High.—Theo. R. Nickel, Visalia.

Add to Tulare County List—Central, Goshen, Kings River, Orange, Taurusa, Strathmore Union High.—Theo R. Nickel, Tulare.

Bakersfield—Franklin, Lowell, Hawthorne, McKinley, Jefferson, Longfellow, Horace Mann, William Penn, Union Avenue.—Eva Marie Janzen, Bakersfield.

### Northern Section

Amador County—Ione Union High.

Butte County—Durham Union High, Thermalito, Burbank.

Butte County—City of Chico: Bidwell, Central, Chapman, Citrus, College, Linden, Oakdale, Paradise, Rosedale, and Salem Schools.

Butte County—Oroville: Eastside, Bird Street; Palermo Elementary, East Gridley Elementary.

Colusa County—Colusa High, Pierce High, Williams High.

Glenn County—Agua Fria Elementary, Orland High, Orland Elementary.

Glenn County—Orland High, Agua Fria, German.

Lassen County—Bridgeport, Janesville, Willow Creek, Butte, Standish, Soldier Bridge, Constantia, Long Valley, Honey Lake Juniper, Providence, Bieber, Pit River, Center, Riverside, Amedee, Richmond, Milford, Missouri Bend, Bird Flat, Lake, Madeline, Johnstonville, Ravendale, Bieber High; Lassen County Superintendent of School Office.—E. P. Mapes, Willows.

Lassen County—Dixie Valley, Bieber Branch Lassen Union High, Westwood: Elementary, Junior-Senior High.—Wallace C. Mass, Susanville.

Nevada County—Birchville, Chicago Park, Clear Creek, Floriston, Forest Springs, Grass Valley Elementary, Grass Valley High, Indian Springs, Kentucky Flat, North Bloomfield, North San Juan, Rough and Ready, Truckee, Pleasant Valley, Washington, Mooney Flat Emergency, Meadow Lake High School.—Walter A. Carlson, Nevada City.

Shasta County—Redding: Elementary, High.

Tehama County—Corning Elementary.

\* \* \*

Vaughn D. Seidel, of Oakland, is president, Lambda Chapter PDK, at University of California, Berkeley; Dean Frank N. Freeman is the faculty sponsor. The Chapter issues a praiseworthy mimeographed news bulletin. Dr. Aubrey Douglas is state coordinator for California for PDK.



## Deans of Women

*Ethel Cobb Souza, Publicity Chairman,  
NADW, Marin Junior College, Kentfield,  
Marin County*

**N**ATIONAL Association of Deans of Women meets February 18-21, 1941, at Haddon Hall, Atlantic City, New Jersey, in its 25th annual convention.

Dean Adah Pierce of Hiram College, chairman of the program committee, announces Facing the Future of Women's Education in a Reorganized World as the theme.

There are well over one thousand women doing the work of a dean (in all sections of the United States, as well as other countries) who are members of the National Association.

Officers are: president — Sarah G. Blanding, University of Kentucky, Lexington; vice-president — N. Eunice Hilton, Syracuse University; treasurer — Elizabeth B. Oakes, State Teachers College, Milwaukee; executive secretary — Kathryn G. Heath, national headquarters, 1201 Sixteenth Street, N.W., Washington, D. C.

## Let's Fly

*Review by Roy W. Cloud*

**M**ISS Frances Norene Ahl, teacher of civics in Glendale High School, has published the second of her interesting travel stories. In this book she gives her impressions of the 30,000 mile flight over the Pacific in the big four-motored California Clipper. Honolulu, Midway, Wake Island, and Guam, the stopping places on the trans-Pacific flight, are pictured.

Experiences in Cambodia and the splendors of Thailand are vividly reproduced. Scenes in the Netherland Indies and in Malaya, the great food-centers of the East, are portrayed. Australia, the great continental island, is vividly brought to the attention of the readers.

This book is good for anyone who enjoys travel and should be of interest to students of world affairs. It is published by Christopher Publishing Company of Boston, and the price is \$2.

Jay E. Partridge, Butte County Superintendent of Schools, Oroville, has begun the issuance of *Butte County School Bulletin*. Initial issue, December 1940, comprised 10 mimeographed pages with illustration.

The well prepared bulletin contains materials of interest and help to all Butte County teachers. There are several excellent articles by teachers.

Congratulations to Mr. Partridge and the school people of Butte County upon the inauguration of this helpful publication.

## Pan-Pacific

**P**AN-PACIFIC Union, Honolulu, publishes the magazine *Pan-Pacific*. Certain special issues of this sumptuously-illustrated journal are of great interest and help to teachers of social sciences, history, geography, Pacific affairs, and other subjects dealing with the Pacific and the Orient.

California schools and school libraries could well afford to obtain sets of these valuable issues.

*Notable special issues include,—the Phil-*

*ippines (January-March 1938); French Indo-China (October-December 1938); Japan (July-September 1939) and Shanghai International Settlement (July-September 1940).*

These issues all contain much official and authentic material and are used in numerous schools in Hawaii as special texts in social studies.

Although the regular price is 50 cents each, Pan-Pacific Union gives a special price to teachers and school departments of 25 cents each in lots of 100. Address Ann Y. Satterthwaite, Pan-Pacific Union, Honolulu.

READY-MADE  
**Resolution**  
FOR 1941

**Resolved**  
That I will deposit \$  
in my savings account  
each month in 1941  
Signed \_\_\_\_\_

**N**OW, while you think of it, fill in and sign the above resolution. Then clip it to your calendar as a reminder to start your savings program right now.

No resolution you could make will mean more to your peace of mind in 1941 . . . or your security and ability to seize opportunities in the years to come.

**AMERICAN TRUST  
COMPANY**

*Banking Since 1854*



Head Office:  
San Francisco

Many Offices Serving  
Northern California

MEMBER FEDERAL RESERVE SYSTEM  
MEMBER F.D.I.C.

# TEACH THE CONSTITUTION

THE PROVINCE OF THE ELEMENTARY SCHOOL IN TEACHING THE UNITED STATES CONSTITUTION AND AMERICAN IDEALS

*Excerpts from a Teachers Institute Address by Edgar E. Muller,  
Superintendent of Schools, Alameda County*

**I**N the elementary school we should deal more with the soul, with the spirit of the Constitution.

Sol Bloom, director-general of the United States Constitution, Sesquicentennial Commission, in his excellent book *The Story of the Constitution*, says:

"Unless the Constitution satisfies the aspirations of the heart, unless it feeds the human soul, unless it stirs our emotions, it cannot be regarded as a complete expression of the American Spirit. . . .

"If you and I believe that Life comes from God, and that the Creator endows man with the right of liberty when He breathes life into him, we must agree that the framers of the Constitution were obeying the will of God when they sought a way to perpetuate liberty."

Younger children love and appreciate and often understand the romance of things, so it is largely from this viewpoint that this article is written.

A common aim and a common purpose held the people together during the Revolutionary War. When people have a common aim and a purpose, it is not so difficult to remain united.

What was the common aim and the common purpose?

Here it would be necessary to review the causes leading up to the Revolutionary War, to show what it was that the colonists fought for, and show how this common aim had passed away.

Children should be made familiar with these, and be led to see how, step by step, the people arrived at the threshold of constitution-making.

Lead them to see that before the time of the Constitution each state could do about as it pleased. Lead

them to see by skillful questioning that this procedure could not go on.

Take them back to the Mayflower Compact and show that even with a small group of 101 people, some kind of agreement was necessary.

These 13 states, each doing as it pleased, began to see that there must be some kind of agreement among them if they were to endure and thrive.

Dwell at some length upon the conditions that existed immediately following the Revolutionary War. The colonies had won independence, but in doing so they had passed almost to the brink of ruin. Commerce and industry had fallen to almost nothing. The money was worthless. The soldiers who had fought so bravely to free the colonies had not been paid. Take time to picture clearly this scene so the children may appreciate the sacrifice made by the colonists. Let them see that the future was dark and that all of this struggle was leading up to the soul of the Constitution.

## Articles of Confederation

In 1776 each state formed its own government. On March 1, 1781, they came under the Articles of Confederation, forerunner of the Constitution. Here we have opportunity to show the children why it was necessary to have a fundamental law stronger than the Articles of Confederation.

Certain acts of disorder, such as Shay's Rebellion, tended to draw the attention of the people to the necessity for a stronger centralized government, and so the Constitutional Convention came into being.

It is notable that Virginia tried to call together delegates from the various states to improve conditions. Only five states responded. Children can understand this. They have had similar experiences in calling meetings. The calling was big, but the response was small. As we bring the events down to the child's level of understanding, the more successful will we be in giving to the child a clear appreciation of what has happened.

I have dwelt at some length upon what preceded the gathering of notable men for the purpose of framing a constitution — because without this foundation work, the children will not have proper appreciation of American ideals.

It is worth while, I believe, to spend some time in describing the personnel of the Convention. These were great men. First and foremost was George Washington, President of the Convention. The others represented American ideals.

Emphasize the time consumed in debate. When we recall that these men were in session from May 25 to September 17, nearly four months, we get some conception of the momentous task that confronted the framers of this marvelous document. I firmly believe that the time element is too lightly passed over. This very spending of time shows the sacrifices that these men were willing to make in behalf of ideals. During that long period of discussion and debate, there were times when the Convention was on the eve of hopeless adjournment. But these men were not quitters! They had met for a purpose, prompted by high ideals, and so they stayed. And when they had finished, they had brought forth a document whose marvelous preamble embodied almost the entire thought of the Constitution itself.

To all children and young people I would say — Memorize this preamble. Once memorized, it will stay with you forever.

Point out very clearly who established and ordained this Constitution — "We the people."

What are the six definite reasons given in the preamble for framing the Constitution, and how do they embody American ideals?

1. To form a more perfect union.
2. To establish justice.
3. To secure domestic tranquility.
4. To provide for the common defense.
5. To promote the general welfare.
6. To secure the blessings of liberty to ourselves and our posterity.

**W**HAT are our American ideals? We must be properly housed — sufficient space to live wholesomely, decently and morally — not crowded into narrow quarters that are conducive to ill health, indecency, and immorality. There must be facilities for keeping clean; we must have proper cloth-

**HOW TO SELL WHAT YOU WRITE**

Advice from such writers as Kathleen Norris, Gertrude Atherton, Ben Ames Williams, John Steinbeck. Where to sell your stories, radio scripts; what material magazines want; inside information on prize contests. The leading reference for writers for 25 years.

**FREE SAMPLE COPY ON REQUEST**

Address postcard or letter to:  
Writers Markets & Methods Mag., Dept. T, Hollywood, Calif.



ing to ward off disease, food that is wholesome and of sufficient quantity to build strong bodies. Then, we must have employment, if employable; if not, security and independence. Employment must be of reasonable hours and fairly compensated.

All work and no play makes Jack a dull boy, so we have recreational facilities in order that life itself may be recreated. We must have time to associate with each other, to form companionships and friendships.

None of these phases of life can be fully enjoyed without education, so we attempt to give to each person all the education that is possible for that individual, and we strive to give him the kind of education that will best fit him to help do the world's work.

We should, then, in our teaching spend much time in developing the above, in enlarging upon the value of "promote the general welfare."

The last of the six provisions in the preamble, "secure the blessings of liberty to ourselves and our posterity," should be dwelt upon and carefully analyzed.

What are our liberties? How far may we go in exercising them? In other words, what do we have a right to do without being interfered with?

We have a right to live where we please, if we can afford it within our means. We have a right to go and come at will, provided we do not interfere with another's right. We may speak our minds, we may write our thoughts, but in doing so we must not slander or libel another.

No one can tell us how or where we shall worship. We need not worship at all if we so choose. We have the right to gather together and discuss our troubles and air our grievances. The right to petition for redress of wrongs is ours and has been widely used. These are the liberties assured to us by the Constitution or by the Amendments.

We should next show the children how, throughout the body of the Constitution, these provisions were cared for and enlarged upon. We should show how specifically each item was taken care of.

We should point out how the provisions of the Constitution dealing

with these fundamentals were safeguarded by the three departments of government—Executive, Legislative and Judicial—and further safeguarded by dividing the Legislative Department into two branches—one very closely related to the people, the other farther removed, in order that a fair perspective might be gained of any proposed measure before it could finally become a law.

High school graduates should have such knowledge, such understanding, such appreciation of the Constitution of the United States, that they will be thoroughly appreciative of the ideals of Americanism, of the sacrifices that have been made by our forefathers and the hardships they endured in order that they might bring about a condition of freedom such as we are able to enjoy at the present time while the entire Old World is threatened with disaster.

I would, therefore, advise that secondary schools make a more intensive and detailed study of the Constitution, dealing with such topics as:

The compromises; powers of Congress, specific and implied; ratification, with its ramifications; controversies over amendments; time at which different branches of government become operative; philosophy; State Papers; impeachment; qualifications and appointments of various officials; treason; and many other features too numerous to mention.

**I**N closing this simple statement of what the elementary schools might teach in order that the United States Constitution may be to them a living symbolism, I offer the words of Sol Bloom, of whom I have previously spoken:

"I maintain that, next to the Bible, 'that holy book by which men live and die,' the most precious expression of the human soul is the Constitution. In the Bible man finds solace, refreshment, and instruction in the most sacred relation of the soul—its relation to God."

"In the Constitution we find solace and security in the next most important thing in life—our liberty. Every word in the Constitution serves to safeguard us in our life, liberty, and pursuit of happiness. Every American, as he studies the marvelous framework of the Constitution, can say with truth and pride: 'This was made for me. It is my fortress. When danger threatens my life or liberty, I can take refuge in the Constitution.'"

They call him  
*"Lysol Mike"*



**V**ISIT the Lehn & Fink plant at Bloomfield, New Jersey (you're always cordially welcome) and you'll find "Lysol Mike" on the job.

Mike is only a modest Lehn & Fink worker—but his job is important. He is the guardian of the giant kettles in which "Lysol" is made. It is up to him to see that the final step in "Lysol's" manufacture conforms to the rigid specifications laid down by the scientists of the Lehn & Fink laboratories.

During his long years of service, 10,000,000 gallons of "Lysol"—a veritable Niagara—have passed under "Lysol Mike's" watchful eye. He is one of an army of employees whose lives are devoted to maintaining "Lysol's" scrupulous standards of quality and safety. Many of these faithful employees have service records of 30—40—50—and even 60 years.

Upon the walls of Lehn & Fink's modern spick-and-span plant, you will see displayed this admonition: *"This business was built on quality. The work must always be right."*

This idea governs every detail in the production of all Lehn & Fink products. That is why you can buy them with confidence that each and every one is the best of its kind—best in quality—best in value! Write to Lehn & Fink Products Corp., Dept. S.E.N.-141, Bloomfield, N. J., for free book on household and personal uses of "Lysol".

*Lysol*  
Disinfectant

Copyright 1941 by Lehn & Fink Products Corp.

Made by Lehn & Fink Products Corp.  
Makers of Pebecco Tooth Paste  
Pebecco Tooth Powder  
Hinds Honey and Almond Cream



## CREATED OPPORTUNITIES

*LeRoy Bucknell, Formerly\* Teacher at Brawley Union High School and Junior College, Imperial County*

**T**HE opportunities referred to here are open to students in high school and junior college and are in the form of employment or work that may be created to allow them experience, keep them busy or for them to earn money.

Regular part-time work is of course limited, however, the opportunity for students to create work for themselves is unlimited. This type of employment is not out in the open and as students often do not actually think for themselves, some work will have to be done by someone in the school system to direct the ambitions of these students who need part-time work to develop in themselves an eye to see where the opportunities lie.

Herein are a few cases of created employment and are given to show the variety and possibilities of this type of employment:

### *House-Number Designs*

People are usually interested in improvements around their homes. Four or five different designs should be made up, with the prices, and presented to the home owner. In a case where the prospect is not interested suggest that the old house-number looks a bit shabby and offer to repaint or repair it.

### *Garden Bug Exterminating*

A student interested in botany or biology may avail himself of added knowledge and experience by studying the difficulties encountered by flower growers in his vicinity and possible remedies. A small charge can be made to inspect the flower-beds at certain intervals and reporting to the owner.

### *Photo Match Books*

An eastern manufacturer has placed on the market sensitized cardboard for book matches. A student interested in photography can easily reproduce favorite snapshots on book matches. The student could take a picture of a factory or store and reproduce it on book matches, a sample shown to the owner can bring an order with profit because of the advertising value.

\* Postgraduate student, University of Southern California, recently receiving Masters degree.

### *Reading to Invalids*

Students interested in voice culture, radio announcing, etc., can gain valuable experience in reading aloud. Remuneration for this practice may be obtained by contacting doctors, hospitals, and druggists to obtain sick lists.

### *Plastic Materials*

A student's spare time may be productive by manufacturing plastic models for sale. Molds, of course, cost money but one company will give the student orders received by them from the student's territory to help pay for the molds.

### *Vacant Lot Upkeep*

What city does not have a number of vacant lots, a little practice in salesmanship will convince the owner that the cost of keeping the lot free of debris, weeds, etc., and planting a few small trees and flowers can be added to the value of the lot.

### *Poetry*

Due to the short life of popular songs, certain companies are always in the market for poems that may be set to music, this should be a good outlet for the student who is interested in writing poetry.

### *Old Furniture*

Many people have some old furniture stored away in the attic or basement. A student enrolled in a wood-shop course may offer to repair the old furniture or if the owner doesn't want it he may repair it and sell it to a second-hand furniture store.

### *Shoe-shining Route*

A student with a shoe-shine kit can build up a profitable route by offering to shine all of the shoes in the household at once thereby saving time and getting the advantage of a quantity price.

### *Part-time Bookkeeping*

So often small concerns cannot afford to hire a full time bookkeeper, whereas, if contacted, would welcome a student interested in bookkeeping to take over the burden of keeping their books in an up-to-date modern way.

## A New Science Reader INSECT STORIES

By

FREDERICK SHACKELFORD

PRICE, \$1.25

Stories to awaken the child's interest in the most common insects and to give him an idea of their importance in relation to human life.

Reading level: easy fifth grade though content is adequate for more advanced classes, and useful for slow groups in junior high school.

The author of these stories is both teacher and scientist, and his first hand experience with children is his guide to the materials and the style of writing that will hold their interest.

How to make tools and cases for collecting and preserving insect specimens is a fascinating chapter written for boys and girls who like to make things.

"What is it?"—the young collector's first question—is answered by a simple chapter which gives a helpful but not too complex guide to classification.

An annotated bibliography and a complete index are provided.

There are 125 large scale illustrations which are examples of the best modern photography.

♦

**HARR WAGNER  
PUBLISHING CO.**

609 Mission Street

SAN FRANCISCO, CALIFORNIA

## Central Coast News

Alfred H. Bird, Watsonville Joint Union High School

**S**ANTA Cruz High School Forestry class engaged in a novel experiment in practical forestry during the 10-week period of the summer, 1940. The project gave profitable, healthy and educational employment to 14 high school boys.

A reciprocal agreement between Santa Cruz Board of Education and Coast Counties Gas and Electric Company resulted in the employment of Robert E. Burton as director and instructor for a summer camp in forestry and conservation on lands of Coast Counties Gas and Electric Company. University of California, Forestry Extension Division, acting through Mr. Washburn, Santa Cruz Farm Advisor, acted as a technical advisor.

The area worked over was divided into 7 units with 2 workers to each unit. The work consisted of removing excess growth, building dams, salvaging merchantable wood, building of fire trails and other safety measures.

By means of this conservation project, everything from falling trees and saw-filing to cooking and household management was taught. The work of the camp, including cooking, as well as the work in the forest was done by the students under supervision of their instructor.

Skills were taught not only in the use of common woodman's tools but also in the use of such technical tools as are used in measuring trees, water and land. An attempt was made to utilize every part of the forest and improve the stand at the same time. Cord-wood and lumber was sold; branches were cut into stove- and fire-wood; smaller branches were used in building dams and retaining walls to prevent erosion; and fire trails were built throughout the area.

In the evening, tables were cleared for insect-mounting, geological displays and botanical studies. Reading and discussion of the work was also part of the evening recreation.

The value, in part, of this educational projects is shown by the fact that 12 of the 14 boys expressed the hope of continuing their studies in higher institutions. Of these, 9 wished to study forestry or an allied subject. At the close of the camp, 9 of the boys had saved over \$100 towards

future education besides paying for their food and clothes. Throughout the summer period the interest and attitude displayed was remarkable. The health of the group was excellent; not a single day was lost on account of illness.

Charles E. Teach, superintendent, San Luis Obispo Schools, has been honored with an invitation from Donald DuShane, president of NEA, to serve on the advisory committee to the committee on credit unions. Advisory members render effective and valuable service through correspondence with the chairman, and through personal work in gathering information from fellow-workers for the core committee.

**D**R. Walter Crosby Eells, representing the Commission on Junior College Terminal Education of American Association of Junior Colleges, recently met in conference with the Central California Junior College Association at San Luis Obispo. Central California association consists of Taft, Coalunga, Reedley, Visalia, Porterville, Bakersfield, Santa Maria, and San Luis Obispo junior colleges.

Dr. Eells was the principal speaker of the conference. He gave a general presentation of terminal education on the junior college level in the afternoon, and followed with two conferences, one with the administrators of the junior colleges involved, and another with the student representatives of the colleges involved.

The program was so arranged that the regular fall meeting of the CCJCA was held concurrently. This consisted of a faculty section and student sections on forensics, athletics, associated men students, associated student body, and associated women students. Student sections were conducted by students and dealt with student problems. The meeting was concluded with a dinner, during which Dr. Eells gave a general talk on education, and students reported on the sectional conference. The talk and reports were broadcast over the local radio station KVEC.

Officers of the CCJCA are: president, Henry A. Cross, San Luis Obispo; vice-president, John G. Howes, Taft; secretary-treasurer, Glenn Pinkham, San Luis Obispo; forensics commissioner, Elliot J. Taylor, Reedley; athletics commissioner, B. E. Jamison, Porterville; commissioner-at-large, Joel Pryde, San Luis Obispo; AMS commissioner, T. S. Taber, Bakersfield; AWS commissioner, Margaret Thomas, Visalia; faculty representative, Lee Ralston, Coalunga; legislative commissioner, Grace Bird, Bakersfield; chairman, committee on fees and deposits, Leo Wolfson, Reedley; chairman, affiliations committee, Grace Bird, Bakersfield.

# FREE!

## Fascinating HEALTH PROJECT



A valuable, yet simple lesson in hygiene—facts about colds and coughs—"a very good way to present much needed information," as one teacher wrote. It consists of:

1. **TEACHER'S MANUAL**—a 28-page booklet, "MAN'S ENEMY, THE COMMON COLD," authoritatively written, many illustrations.
2. **A LETTER-WRITING PROJECT**—illustrated sheets for all your pupils. These sheets show the child how to write a composition about colds.
3. **SAMPLE PACKAGES OF SMITH BROTHERS COUGH DROPS**—one for each child in your class.
4. **POSTERS** for the classroom.

Thousands of teachers have used this material to excellent advantage for Hygiene, English and Homeroom Projects. It is yours for the asking. Mail coupon now!

Smith Brothers, Inc., Poughkeepsie, N. Y. Please send me free Teacher's Manual, Pupils' Letter-Writing Sheets, Posters and samples of Smith Brothers Cough Drops. I agree to use the material in my classroom. I teach .....pupils. D-3

Name \_\_\_\_\_

Address \_\_\_\_\_

## ADVERTISERS

Affiliated Greyhound Lines .....	5	Lehn & Fink Products Corporation.....	45
Alka-Seltzer .....	35	Lysol .....	45
American Trust Company.....	43	Macmillan Company, The .....	33
Bristol-Myers Company.....	3rd cover	Maxson, F. P. ....	40
Business Men's Assurance Co.....	42	Mercury Equipment Company.....	48
California College of Arts and Crafts.....	34	Miles Laboratories, Inc.....	35
Dutton & Co., Inc., E. P.....	37	National Association of Chewing Gum Manufacturers .....	41
Federal Postal Employees Association.....	39	Smith Brothers, Inc.....	47
Franklin Institute .....	38	University of Hawaii.....	7
Gaylord Bros., Inc.....	2nd cover	University Press .....	42
Gel-Sten Supply Co.....	42	Vick Chemical Company.....	4th cover
Ginn and Company.....	31	Western Pine Association.....	4
Harr Wagner Publishing Co.....	46	Writers Markets & Methods Magazine.....	44
Hotel Biltmore .....	3		
Ipana Toothpaste .....	3rd cover		

## COMING

January 6-June — California State Legislature in session.

January 9-10 — Association of American Colleges; annual meeting. Hotel Huntingdon, Pasadena, Calif.

January 11 — CTA Southern Section Council; regular meeting and annual business meeting. Biltmore Hotel, Los Angeles.

### POSTURE RESULTS



FOR EVERY SCHOOL

MERCURY BARS are simple, safe, and sure for posture development. They straighten round shoulders and develop the chest by passively stretching the chest and actively working the back against controlled resistance.

#### RESULTS YOU CAN SEE

Using Mercury Bars two minutes a day 90 grade school students, in six weeks, increased chest development an average of 1 1/4 inches, and decreased scapular separation 1 1/4 inches.

Write today for full particulars and free posture chart.

**Mercury Equipment Co.**

802 ROWAN BUILDING  
LOS ANGELES CALIFORNIA

January 11 — California Elementary School Principals Association; regional meeting. King City.

January 18 — California Elementary School Principals Association Southern Section; conference. University of Redlands.

January 18 — California Home Economics Association, Bay Section, Home Economics Women in Business Division, San Francisco.

January 18 — California Association for Childhood Education Bay Section. Alameda.

January 18 — California School Supervisors Association, Bay Section. Oakland.

January 25 — CTA Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

January 25-27 — Child Labor Day; national observance.

February 1 — California Association for Childhood Education, Southern Section; luncheon. El Cortez Hotel, San Diego.

February 5 — National Social Hygiene Day; national observance.

February 7, 8 — San Bernardino County Teachers Institute, San Bernardino.

February 8 — CTA Board of Directors; regular meeting. CTA State Legislative Committee; meeting. At CTA State Headquarters, San Francisco.

February 8 — California Elementary School Principals Association; regional meeting. Oakland.

February 12 — Abraham Lincoln's Birthday.

February 13-15 — American Camping Association; annual convention. Washington, D. C.

February 14 — San Bernardino City Teachers Institute.

February 15 — California Home Economics Association, Bay Section; meeting. U. C. Campus, Berkeley.

February 15 — Alameda County Educational Association, annual luncheon meeting, 12 noon. Hotel Oakland.

February 15 — California State Association of English Teachers; general meeting, 12 noon. Claremont Hotel, Berkeley.

February 15 — California Association for Childhood Education. Albany.

February 17 — Founders Day, 44th anniversary; National Congress of Parents and Teachers; national observance.

February 18-21 — National Association of Deans of Women; 25th annual convention. Haddon Hall, Atlantic City.

February 19-22 — Progressive Education Association; national conference. Benjamin Franklin Hotel, Philadelphia.

February 19-22 — National Vocational Guidance Conference. Atlantic City.

February 20-21 — Inter-American Bibliographical and Library Association; annual meeting. Washington, D. C.

February 20-22 — International Council for Exceptional Children; 19th annual meeting. Hotel New Yorker, New York.

February 21-22 — National Council of Teachers of Mathematics. Chelsea Hotel, Atlantic City.

February 22 — George Washington's birthday.

February 22 — California School Supervisors Association, Bay Section.

February 22-27 — American Association of School Administrators; annual meeting. Atlantic City.

February 27-March 1 — American Association of Junior Colleges; 21st annual meeting. Stevens Hotel, Chicago.

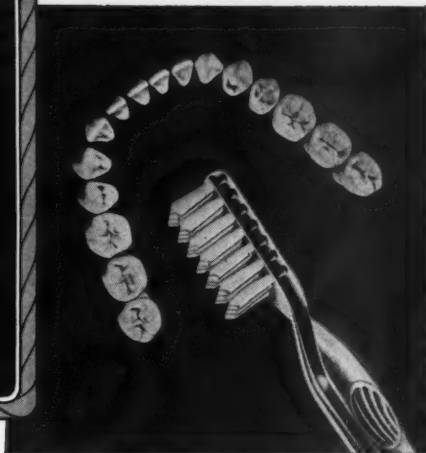
March 1 — California Association for Childhood Education, Southern Section; luncheon. Del Mar Beach Club, Santa Monica.

March 1 — School Library Association of California, Northern Section; open council meeting. Piedmont High School.



# What is your pupils' DENTAL I.Q.?

Here are five questions to test their dental knowledge. See how many they can answer correctly. Credit 20 points for each correct answer.



(Above) Teeth should be brushed—

- A. Whenever one thinks about it
- B. Once a month
- C. At least twice daily—better still, after each meal

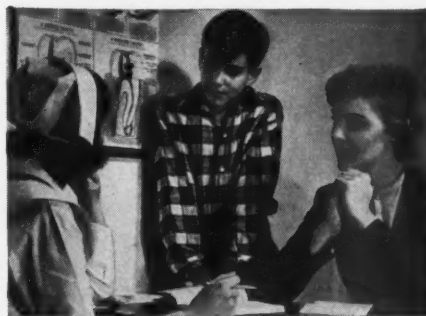
In order to remove all particles of food from the teeth to help prevent decay—teeth should be brushed morning and night and if possible after each meal. C is the correct answer.



(Left) Today, in many schools, children are being instructed in the healthful exercise of—

- A. Animal training
- B. Gum massage
- C. Pipe making

More and more schools are giving regular drills in gum massage. Children are learning the importance of firm, healthy gums to clean, sound teeth. B is correct.



(Above) A dentist, school-nurse or teacher will tell you that—

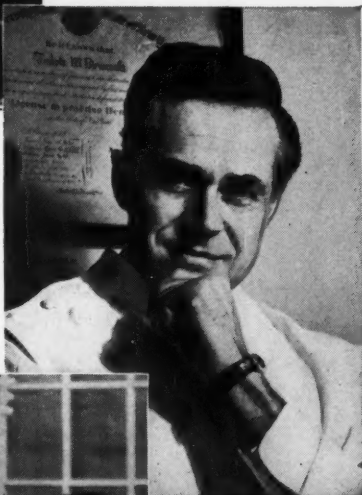
- A. Everyone gets five sets of teeth
- B. Both clean teeth and healthy gums are important
- C. Molars are front teeth

Modern dentists, school-nurses and teachers are helping children to better dental health by stressing care of teeth and gums. Thousands of children will have brighter smiles because of this valuable dental teaching. B is correct.

(Right) Leading dental authorities say—

- A. All adult teeth have three roots
- B. The coating of a tooth is the dentine
- C. Hard-to-chew foods are good for gums

Hard, tough foods give gums the exercise they need for firmness and health. Soft foods do not. Enjoy delicious soft foods but exercise the gums. A good way is regular massage with Ipana which is especially designed for this purpose. C is correct.



(Above) Many parents are receiving benefit from their own children's homework in—

- A. Wood-working
- B. Arithmetic
- C. Dental hygiene

At home, children often show their parents the gum massage drill they learned at school. Many parents who never learned this valuable lesson at school are adopting it as a sensible rule of dental health for themselves. C is correct.

## Send for FREE Chart

An attractive, colored wall chart entitled "Why Do Teeth Ache?" and other classroom helps will be sent to you without charge if you write to Bristol-Myers Company, Educational Department, 636 Fifth Avenue, New York City, giving the name of your school and of your superintendent or principal.





## ARE COLDS HIS TROUBLE?

Attendance records show that colds usually cause more school absences than any other ailment—sometimes more than all others combined. And frequent absences alone can produce a backward pupil.

What's more—you know how colds "get you down"—physically *and* mentally. The effect may be even worse on a child. For the sake of the child, the teacher and the school, everything practical should be done to try to reduce the hazard of colds . . . Every mother should be glad to co-operate.

## School Absences Due to Colds Reduced Three-Fourths! *In Tests of Vicks Plan, Using 2,650 Subjects*

**T**HE tests among these 2,650 school-age children extended over five winter months. Those taking part in the tests were divided into two groups, as equal as possible as to number, age, sex, and living conditions. One group followed *Vicks Plan*, while the other simply continued their usual practices regarding colds.

Results Must Be Significant—These tests were supervised by practicing physicians. The records, kept under their direction by teachers, were sent by the physicians direct to nationally known public accountants, who tabulated and certified the results:

**20.64% Fewer Colds** (*one-fifth fewer!*)

**36.39% Shorter Colds** (*over one-third shorter!*)

This meant an actual reduction of 54.95% (more than *one-half!*) in days of sickness due to colds—a reduction of 77.99% (more than *three-fourths!*) in school absences due to colds.

Records show that, throughout these tests, results varied in different groups. Some were almost unbelievably good; a few were actually unfavorable.

In your group, too, individual results from following Vicks Plan may vary. But—doesn't the high average of its success, as indicated by these results, suggest to you the desirability of arranging to give it a trial among your pupils or classes?

Vicks Plan is simple and easy to follow. Why not arrange to have your group follow

it this winter? To help you in this, Vicks Technical Staff have prepared a booklet—"The Common Cold"—which carries a complete story of the School Tests and detailed directions for following Vicks Plan.

Carrying other important and interesting information about Colds, this booklet serves as a Teachers' Manual on this important health subject. It is also a practical guide for mothers in dealing with the problem of colds in the home.

This booklet should be of real help to you in the classroom. As long as the supply lasts additional copies will be given you on request for distribution to the mothers of your group. Use the coupon below to get *your copy immediately!*

### MAIL IT TODAY!

The Two Specialized Medications Used In These Tests Were:

**VICKS  
VA-TRO-NOL**

To help prevent development of many colds

**VICKS  
VAPORUB**

To relieve symptoms of developed colds

Vick Chemical Co., Dept. 1821 D  
122 E. 42nd St., New York, N. Y.

Gentlemen: I want a copy of your booklet of information on The Common Cold, including the story of the School Clinical Tests and directions for following Vicks Plan. I understand that, as long as the supply lasts, I may have additional copies on request for use in getting the cooperation of mothers of my group.

Name \_\_\_\_\_  
School \_\_\_\_\_ Grade \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_